DOCUMENT RESUME

ED 343 894 SP 033 702

AUTHOR	Poliner, Beth, Comp.
TITLE	Graduate Students as Change Agents: Nova University Student Contributions to the Educational Resources Information Center (ERIC). 1972-1992.
INSTITUTION	Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
PUB DATE	92
NOTE	704p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF04/PC29 Plus Postage.
DESCRIPTORS	Administrator Education; Annotated Bibliographies; Bibliographic Databases; Bibliographic Records; *Educational Change; Educational Research; Elementary Secondary Education; Higher Education; *Practicum Papers; *Student Research; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS	*ERIC; *Nova University FL

ABSTRACT

Nova University requires of its candidates for graduate education degrees completion of practicums, school-based problem-solving research projects. This requirement contributes to the development of school teachers and administrators as change agents. This collection contains abstracts of 923 practicum reports completed by Nova graduate students, 1972-1992, and included in the ERIC database. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

[redacted]

ED343894

Graduate Students as Change Agents:

Nova University Student Contributions to the Educational Resources Information Center (ERIC)

1972-1992

NOVAUNIVERSITY
ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue
Fort Lauderdale, Florida 33314

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Nova Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 033 702

Computer searches on the
Dialog Information Services, Inc.

Compiled by: Beth Poliner, Director
Information Retrieval Service
Nova University
1992

BEST COPY AVAILABLE

Introduction

It is difficult to achieve consensus on important issues in education today. A notable exception is the general agreement that if our schools are to meet the complex needs of the 21st Century, the key change agents must be the teachers and administrators at each school.

At Nova University we have institutionalized processes to bring about change in schools through our Practicums, school-based problem-solving research projects, required as essential academic work in our graduate education degree programs. The direct level of change resulting from completion of the Practicum research requirement is the realization of desired improvements in the classrooms and schools of our graduate students (teachers and administrators).

Beyond this localized focus of change, the documented work of Nova students/change agents is widely disseminated throughout the larger education communities. A primary dissemination vehicle is the inclusion of exemplary Practicum reports in the Educational Resources Information Center (ERIC). ERIC, a national computerized system accessible to most educators in the United States, and in many other parts of the world, is a most useful repository for these identified best practices documents.

During two decades, 1972-1992, 923 Practicum reports completed by Nova graduate students were accepted into the ERIC system. What you are about to see are abstracts of each of these. We believe that no other university has committed this deeply to ERIC and, by extension, to the changes required for survival in the next century. You are encouraged to order on microfiche from Nova University's Information Retrieval Service (complete the enclosed order form) the full text of any practicum in this volume.

The commitment to change is institutionalized in Nova's Strategic Plan, Goal 3, "To enhance society through educating professionals as leaders and change agents."

Richard Goldman, Dean
Abraham S. Fischler Center for the Advancement of Education
April 1, 1992

RECEIVED
APR 8 1992

→ ERIC/SP

DIALOG File 1: ERIC _ 66-92/FEB.

ED337417 SP033184

Developing and Implementing an Inservice Workshop Series for Middle School Educators in Learning/Teaching Styles and Multiple Intelligences.

Wallin, Penny K.
1990
78p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

The purpose of this practicum was to increase teachers' awareness of various learning styles and multiple intelligences in middle school classrooms by analyzing their own styles and applying that knowledge to their teaching styles and strategies. Six workshops designed to introduce, assess, and offer tangible classroom strategies in learning/teaching styles and multiple intelligences were held during the implementation phase of this practicum. Subsequently, the information utilized by staff from the workshops was tallied through observation data, lesson plans, pre- and posttest surveys, and an interdisciplinary unit checklist. Outcomes of the practicum were positive--all four objectives were reached successfully. The heightened awareness and utilization of diversity in styles of teaching, ways of learning, strategies used in the classroom, and kinds of intelligences have yielded potential long-term effects for the benefit of students and educators. Six appendixes include: (1) Daily Lesson Plans; (2) Learning/Teaching Styles Checklist; (3) Teacher Talk Time/Strategies Tally Sheet; (4) Evaluation Checklist; (5) Post Observation: Elements of Learning/Teaching Styles; and (6) Post Workshops/Classroom Experience Poll. (45 references) (Author/LL)

Descriptors: *Classroom Techniques; *Cognitive Style; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Learning Strategies; *Middle Schools; *Self Evaluation (Individuals); Teaching Styles

Identifiers: *Multiple Intelligences

ED337298 PS019926

Strategies for Improving Self-Managing Behavior Skills among Second Grade Students: The Self-Management and Responsibility Training (SMART) Program.

Flynn, Gina M.
Jun 1991
59p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
6 Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

This practicum report describes a program in which strategies for improving self-managing behavior skills of second graders were designed and implemented. The goals of the Self-Management and Responsibility Training (SMART) Program were to improve students' behavior and encourage development of students' critical thinking skills. The four basic strategies used were: (1) weekly teacher evaluations of behavior; (2) daily journal entries by students; (3) the use of a self-management survey; and (4) weekly class discussion groups. A review of the literature on related research is provided and a timeline of activities is included. Success was measured by comparing the target students' past behavior with behavior during the implementation of the SMART Program. Positive affective changes in behavior and an increase in use of self-managing skills were observed. Indications of student misbehavior on report cards decreased during the second semester of the 1990-91 school year. Students engaged successfully in formal behavior self-evaluation, group discussions, and open-ended self-evaluation. Appended are related materials, a list of 16 references, and a bibliography of 25 references. (GLR)

Descriptors: *Behavior Change; Behavior Problems; *Classroom Techniques; Critical Thinking; Discipline; Elementary School Students; *Grade 2; Primary Education; *Self Control; *Self Evaluation (Individuals); Student Behavior; Student Responsibility

Identifiers: Project AWARE; *Self Management and Responsibility Training Prog

ED337204 JC910289

Experiencing an Epidemic: The Development of an AIDS Education Program for Community College Students in Maryland.

Rochlin, Joyce T.
May 1991
171p.; Ed.D. Dissertation, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEFEB92

In 1991, a project was undertaken to suggest components for an Acquired Immune Deficiency Syndrome (AIDS) education program for community college students. The project sought to identify AIDS programs and policies in place at the 17 community colleges in Maryland; assessed community college students' knowledge about the spread and prevention of AIDS, opinions about AIDS-related issues, and at-risk behavior patterns; and suggested ways in which other AIDS education programs could be developed. College administrators were contacted by letter and telephone to gather information on existing programs and policies, and 613 students responded in class to the "What I Know about the AIDS Virus" survey. After the students completed the questionnaire, the correct answers were provided, and AIDS-related literature and spermicidal condoms were distributed. Project findings included the following: (1) 8 of the 17 colleges had stated policies about

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

AIDS, and no community college in Maryland provided a formal AIDS education program for its students; (2) both the male and female respondents knew more about the cause of AIDS than its transmission; (3) 77% of the responding students believed themselves to be very knowledgeable about AIDS; (4) students were particularly naive about the number of people infected with the disease, the costs associated with the human immunodeficiency virus (HIV) and AIDS, and the susceptibility of women to infection; and (5) many students considered AIDS more contagious than both measles and the common cold, and 41% of students held bacterial infection responsible for the virus. An extensive literature review is provided, along with survey instruments, titles of distributed pamphlets, and a description of the AIDS education program. (JMC)

Descriptors: *Acquired Immune Deficiency Syndrome; Community Colleges; *Health Education; Knowledge Level; Literature Reviews; Program Development; Questionnaires; Sexuality; *Student Attitudes; Student Behavior; *Student Characteristics ; Two Year Colleges; *Two Year College Students

Identifiers: *Maryland

ED337091 HE024922

Relationship of Academic Variables to National Council for Licensure Examination for Registered Nurse Performance of Graduates in a Selected Associate Degree Nursing Program.

Naron, Rosarica G.; Widlak, Frederic
Mar 1991
38p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEFEB92

This report addresses the unstable and unsatisfactory performance of Chicago, Illinois' Olive-Harvey College's (OHC) associate degree nursing (ADN) graduates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). An ex post facto correlation study was designed to determine the worthiness of pre-nursing admission course grades, test scores, support course grades, nursing course grades, and the number of repeated nursing courses as predictive variables for NCLEX-RN performance. Study results revealed that there were significant correlations between the grades in several nursing courses; the score on the OHC comprehensive examination; and number of repeated nursing courses and the NCLEX-RN score. It was determined that nursing students who were experiencing difficulties in passing nursing courses at both levels of the nursing program were likely to fail the NCLEX-RN. Suggestions included: (1) that programs and services such as counseling, individualized academic assistance, and NCLEX review be offered to help the individual student better prepare for the NCLEX-RN examination; and (2) that faculty should reevaluate the program's pre-nursing and support course requirements and be given administrative support in implementing changes. The appendix contains the program guide for the Olive-Harvey College Department of Nursing. Contains 15 references. (GLR)

Descriptors: Community Colleges; Curriculum Evaluation; Instructional Effectiveness; *Instructional Improvement; Licensing Examinations (Professions); *Nursing Education; Outcomes of Education; *Program Evaluation; Student Educational Objectives; *Test Results; Test Score Decline; Two Year Colleges

Identifiers: City Colleges of IL Olive Harvey College; National Council Licensure Exam Registered Nurses

ED336819 EA023265

Moving Toward Effective Teacher Empowerment through Improved Decision Making at a Secondary School in Wyoming.

Mayeski, Fran
Apr 1991
301p.; Requirement for Ed.D. degree, Nova University.
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEFEB92

A project to increase group decision making at a Wyoming secondary school is described in this practicum report. The intervention was designed to improve the group decision-making skills of members of the faculty advisory council and of department chairs. A skill development model based on training, practicing, monitoring, receiving feedback, and coaching was developed. Significant gains, as measured by the z test of proportions, were made in faculty acceptance of group decisions and in identification of decision-making processes before taking action. Chi square analysis that compared consistency in articulating role expectations before and after intervention indicated significant improvement. Department chairs who did not participate in the model regressed in their assumptions of task initiation functions. Another outcome was a significant improvement in the faculty's perception of the principal's effectiveness on the self-evaluation tool that originally had been a primary indicator of the need for intervention. Nineteen tables and 35 figures are included. Appendices contain journal entries, correspondence, interview notes, and survey responses. (70 references) (LMI)

Descriptors: Collegiality; *Decision Making Skills; Evaluation Utilization; High Schools; *Participative Decision Making; Problem Solving; *Professional Development; *Teacher Participation

Identifiers: *Wyoming

ED336741 CS212987

Enhancing Long-Term Retention of New Vocabulary Using Visual Images.

Igelsrud, Karen
Aug 1991

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

64p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A practicum used a new learning tool to enhance long-term retention of new vocabulary. Sixteen seventh-graders in Language Arts, who had a long-term retention mean score of approximately 40% of newly learned vocabulary, increased their long-term retention of new vocabulary by 25% (a new mean of 65% of new vocabulary). Additional objectives included enhanced short-term retention, increased ability to work with synonyms and antonyms, and student exploration and appreciation of an additional study technique. Students completed a dictionary sheet to include the new vocabulary word, a definition, two written contextual applications, synonyms, antonyms, derivatives, and additionally a visual image drawn by the student to capture the essence of the word. The visual image was the key to the practicum, since it was believed that conceptualization and creation of this image would allow students the deep processing necessary for long-term retention. Students in the target group had an improvement mean of 24.8%. All students showed improvement in long-term retention. Scores for short-term retention were scattered and offered no clear correlation with the production of the dictionaries. Students increased their ability to work with synonyms and antonyms, and viewed the experience of using visual images as helpful to the learning process. (One table of data is included; appendixes include charts of student progress, sample exams, student data, and sample dictionaries.) (SR)

Descriptors: Grade 7; Junior High Schools; Language Arts; *Long Term Memory; *Retention (Psychology); *Visualization; *Vocabulary Development; Vocabulary Skills
Identifiers: Florida

ED336740 CS212986
Modifications to the English Curriculum To Produce Improved SAT Verbal Scores in Advanced Tenth Grade Students.
Meredith, Donna S.
Jun 1991
74p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A practicum addressed the high percentage of high-level high school students not making minimum Scholastic Aptitude Test (SAT) verbal scores required by area colleges for placement in regular college course work. Two advanced sophomore English classes received 12 weeks of instruction with five components, including the use of: (1) the College Board's booklet, "Taking the SAT"; (2) a commercially prepared SAT preparation book; (3) teacher-made worksheets to strengthen vocabulary, reasoning, and reading comprehension skills; (4) a computer program used in groups of three or four students; and (5) a game format for motivation. Students were pre- and posttested with SATs and with teacher-made tests on reading comprehension. Students achieved SAT average verbal gains of 16.8 points. Those scoring under 400 on the pretest gained an average of 45.4 points. Students also showed small increases in ability to answer reading comprehension questions. Findings suggest that modifications to the English curriculum can produce modest gains in SAT verbal scores, particularly in low scores. (Twenty-five references, a 30-item bibliography, and appendixes containing the midcourse reading comprehension test and the reading comprehension posttest are attached.) (SR)

Descriptors: *Advanced Students; *Curriculum Development; *English Curriculum; Grade 10; High Schools; *Test Coaching; *Verbal Ability
Identifiers: Georgia; High School Sophomores; *Scholastic Aptitude Test

---

ED336721 CS010698
Increasing the Reading Proficienty of Chapter I Third Grade Students by Improving Long Vowel Skills.
Johnson, Linda J.
Nov 1990
63p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A practicum implemented an 8-week reading program designed to correct a long vowel skill deficit (CVVC and CVCe) in 11 third grade students of an inner city, predominantly Hispanic elementary school. The main strategy was inductive instruction wherein the skill is introduced so that students discover what they need to learn, thereby increasing internalization of the material. In addition, the approach provided opportunities for skill application, follow-up, and reinforcement. After implementation, the results from an informal, teacher-made test indicated some improvement which could increase the target populations's ability to apply previously learned skills to new reading situations. Results suggest that the approach could be successful if utilized within a longer timeframe. (Fourteen appendixes including sample homework, independent activity pages, assessment forms, and an implementation plan are attached.) (PRA)

Descriptors: *Decoding (Reading); Disadvantaged Youth; Grade 3; High Risk Students; *Phonics; Primary Education; *Reading Instruction; *Vowels
Identifiers: *Education Consolidation Improvement Act Chapter 1; Florida; Hispanic American Students

ED336719 CS010695
Improving Basic Literacy Skills of Juvenile Delinquents through Relevant Experiences.
Manzella, Louis A.
1991
107p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A practicum aimed to improve the basic literacy skills of juvenile delinquents in a county jail by using relevant experiences as the basis of learning. Two corollary aims were to increase the number of high school diplomas generated through the General Educational Development (GED) test, and prepare students to function in the outside world. Students shared relevant experiences with other students. From this discussion a vocabulary list was generated that was used for reading and spelling. Students then wrote out on paper what they had shared with the group and submitted it for review and correction. Students then revised the work before typing it on the computer. Students shared the completed writing with the teacher and fellow classmates. Students produced poetry, personal stories, letters to the judge, and GED essays. Outcomes of the practicum were positive. Although the correctional facility posed unique problems, objectives were met. Students produced original papers based on relevant experiences; six of the seven students passed the GED; and the data showed improvement in basic literacy skills. In addition, the practicum demonstrated that: (1) students in correctional facilities can take responsibility for their own learning; (2) literacy is based in culture and related through relevant experience; (3) technology is a motivating factor in student learning; and (4) peer tutoring is beneficial for tutors, tutees, and teachers. (Three tables of data are included; 34 references, 4 tables of test score data, survey instruments, and samples of student writing are attached.) (Author/RS)

Descriptors: *Basic Skills; *Correctional Education; High Risk Students; High School Equivalency Programs; Juvenile Justice; Literacy; *Personal Narratives; Student Motivation; Writing Instruction; Writing Skills

Identifiers: General Educational Development Tests

ED336718 CS010692
A Research Study To Augment Reading Comprehension of Gifted Students through Increased Exposure to Test-Taking Methods and Strategies.
Herrera, Krista R.
Jun 1991
58p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A practicum addressed the significant difference between the reading comprehension levels of gifted students and their ability to demonstrate achieved levels on exams designed to measure these levels. Nineteen fifth-grade students participated in daily timed activities targeting reading comprehension, reading rate, attitudes towards test taking, and cognitive awareness of innate test taking strategies. Results indicated that the program was successful in improving the students' performance in the targeted areas. It is held that this plan could be used as part of a daily maintenance program with gifted and mainstream students. (Fourteen references and 5 appendixes--the Dade County Reading Comprehension Placement Test, Reading Drills Activities, a Strategy Use Questionnaire, Graphs for Plotting Reading Results, and a Time Frame--are attached.) (PRA)

Descriptors: *Academically Gifted; Grade 5; Intermediate Grades; *Reading Attitudes; *Reading Comprehension; *Reading Rate; Reading Skills; Reading Strategies; *Reading Tests; Test Coaching; *Test Wiseness

Identifiers: Dade County Public Schools FL

ED336692 CG023668
Improving Sixth Grade Students' Social Skills through the Implementation of the Social Skills for Daily Living Program.
Obradovich, Letti Dintino
1991
97p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

Preparing students for high school is only one of the many functions of middle school. It is expected that by this time children would have acquired the behaviors necessary to interact appropriately with peers and adults. This practicum was designed to help the low achieving and the learning disabled student (SLD) acquire appropriate social skills. The general goal was to have the students involved in the project demonstrate proficiency in accepting thanks, saying thanks, accepting compliments, giving compliments, apologizing, accepting "no", accepting criticism, and resisting peer pressure. A secondary aim was to decrease the number of students placed in the after school detention program. A survey documenting the need for a social skills project was administered to the teachers. The Social Skills for Daily Living program, a pull out program was introduced with low achieving and learning disabled sixth grade students (N=53). Posttests of each social skill indicated that the program increased learning of social behaviors. Of the 53 students involved in the practicum, 49 were able to master the skills on their first attempt. A posttest completed by mainstream teachers indicated that 44 out of the 53 were using the behaviors outside of the pull out program classroom. A

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

comparison of students serving detentions indicated that there were significantly fewer detentions being written in the 1990-1991 school year as opposed to the 1989-1990 school year. (LLL)

Descriptors: *Daily Living Skills; Grade 6; Intermediate Grades; *Interpersonal Competence; *Learning Disabilities; *Low Achievement; Middle Schools; Program Effectiveness; School Readiness

Identifiers: *Middle School Students

ED336687 CG023663

Using Individual Learning Style Inventories and Group Teaching Methods in a Sixth Grade Classroom.

Campbell, Lloyd J.
1990
65p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEFEB92

A survey of teachers in an elementary school building and a literature review indicated that the causes of the lack of individualizing student learning were related to class size, poor leadership, teacher training, and poorly developed learning style instruments. A practicum was designed for classroom teachers to recognize differential learning styles and incorporate them into their repertoire of teaching. This practicum involved 31 sixth grade students and included five behavioral objectives: (1) improved study habits, attitudes, and behavior; (2) employment of four distinct teaching methods; (3) administration of the Dunn, Dunn, and Price Learning Style Inventory self-reporting instrument to 27 elementary teachers; (4) in-service on learning styles for all elementary teachers; and (5) parental review of child's learning style inventory results. Outcomes of the practicum showed improved work habits in 27 students, improved classroom attitudes in 26 students, and improved classroom behavior in 10 students. The students and their classroom teacher found the four group teaching methods that were introduced and demonstrated to them to be an excellent experience. (LLL)

Descriptors: *Cognitive Style; Elementary School Students; Grade 6; Intermediate Grades; *Learning Strategies; *Learning Theories; Study Habits; *Teaching Methods; *Teaching Styles

---

ED336593 CE058981

A Study To Determine the Job Satisfaction of the Engineering/Industrial Technology Faculty at Delgado Community College.

Satterlee, Brian
Dec 1988
30p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A study assessed job satisfaction among Engineering/Industrial Technology faculty at Delgado Community College (New Orleans, Louisiana). A secondary purpose was to confirm Herzberg's Two-Factor Theory of Job Satisfaction (1966) that workers derived satisfaction from the work itself and that causes of dissatisfaction stemmed from conditions external to the work. A literature review focused on methods of measuring faculty job satisfaction and factors contributing to job satisfaction. A job satisfaction questionnaire was completed and returned by all 26 members of the Engineering/Industrial Technology faculty. Results indicated that this cohort of faculty were satisfied with their jobs. Aspects of the job perceived as satisfying included autonomy/control, use of skills and abilities, immediate supervisor, and self-fulfillment. Aspects of the job perceived as dissatisfying included opportunities for promotion-in-rank, top management, pay, and job security. The following recommendations were made to the dean: the college should: (1) continue to enhance those job aspects perceived as satisfying; (2) investigate discrimination against technical faculty in the promotion policy; (3) develop an institutional human resource development plan; (4) engender a participative managerial style; and (5) allow for more open communication between faculty and top management. (Eleven references and the questionnaire are appended.) (YLB)

Descriptors: *College Faculty; Community Colleges; Employer Employee Relationship; Faculty College Relationship; *Job Satisfaction; Organizational Climate; Quality of Working Life Teacher Administrator Relationship; *Teacher Attitudes; Teacher Welfare; Teaching Conditions; *Technical Education; *Two Year Colleges; *Vocational Education Teachers

Identifiers: Delgado Community College LA

ED336592 CE058980

A Study To Determine the Effect of College-Level Mathematics Skills on Electronic Technology Final Grades.

Satterlee, Brian
Jun 1990
34p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A study determined the effect of college-level trigonometry skills on the final grades of students enrolled in Introduction to AC/DC Circuits, the first course in the vocational electronics program at Seminole Community College (Florida). The literature was reviewed to develop a conceptual framework for the project. A pretest that measured college-level trigonometry skills was administered to each student enrolled in all sections of the course at the

(cont. next page)

beginning of the Spring 1990 term. Results were used to categorize students as those with college-level trigonometry skills (control group, N=11) and those without (experimental group, N=14). At the end of the term, final grades for each group were averaged and a statistical comparison of the mean scores for both groups was performed. Since the researchers believed the control group would score higher, a two-tailed independent t-test was used. The difference between the mean scores of the control group and the experimental group was statistically significant at the .01 level. It was recommended that the college should require a prerequisite of college-level trigonometry and modify participation in the program and that vocational faculty should teach the trigonometry skills applicable to AC circuits. (Fifteen references and an organizational chart for Vocational-Technical Education at Seminole Community College are appended.) (YLB)

Descriptors: Community Colleges; Comparative Analysis; *Electric Circuits; *Electronics; Electronic Technicians; Industrial Education; *Mathematics Skills; Prerequisites; Required Courses; Statistical Analysis; *Statistical Significance; *Trigonometry; Two Year Colleges; Vocational Education

Identifiers: Seminole Community College FL

ED336590 CE058975

Improving Oral Reading in Mentally Handicapped Adults through Increased Opportunity and Practice.

Gillette, Tracy L.
Aug 1991
94p.; Practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A project developed a plan to improve oral reading in 12 mentally handicapped adults by stressing observation of punctuation marks, reading in phrases, using proper volume, and increasing confidence levels. Identifying the parts of a book and identifying new words were also included. The 12 students were reading below their potential, as shown by the hearing capacity portion in comparison with the work recognition instructional level on the Silvaroli Classroom Inventory. A 10-week oral reading program of specialized instruction to improve oral reading, to increase word identification skills, and to make the students aware of book orientation was started. The oral reading program objectives were to be achieved through echo reading, modified repeated reading, imitative and assisted reading, book orientation, and content reading--including study systems. Evaluation was made by comparing student scores before and after implementation of the program; scores increased from 20 percent to 100 percent. Students in the target group developed confidence, displayed more fluent oral reading, and seemed to enjoy oral reading more. They also developed greater interest in books, increased understanding of books, and increased their vocabulary for greater reading fluency. (Appendixes include pretests/posttests, student checklists, student surveys, and interest inventories.) There are 19 references. (Author/KC)

Descriptors: Adult Basic Education; *Adult Reading Programs *Learning Activities; *Mental Retardation; *Oral Reading; *Outcomes of Education; Program Effectiveness; Program Implementation; *Reading Instruction

Identifiers: Silvaroli Classroom Reading Inventory

ED336550 CE058909

A Health Education Program Designed To Increase Job-Seeking Skills for Workers' Compensation Claimants.

Ames, Florette L.
Jul 1991
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

A research project addressed the high unemployment rate of Workers' Compensation claimants by the formation of a job-seeking club. Unemployment statistics for this population were compiled. Five percent of the workers were skilled, 14 percent semiskilled, and 60 percent unskilled; 84 percent were male, 91 percent were white, and almost half lacked high school diplomas. Most had held jobs that were physically demanding. The target group consisted of six Workers' Compensation claimants who had permanent disabilities with physical restrictions, were able to work, and were willing to participate. Three preassessment tests were administered to determine existing job-seeking skills. Claimants then were asked to attend a 12-week program incorporating preemployment skills, job-seeking skills, and job search strategies. The results indicated increased posttest scores and increased job placement: half of the claimants found work in appropriate jobs, far surpassing the project's goal of 20 percent placement. The program was judged successful in increasing both job-seeking skills and job placement, and it was recommended for use with other populations lacking job search skills. (Appendixes include 21 references, a specialist-job seeker agreement, a job search test, a job application test, an interview skills test, and a job search log form.) (KC)

Descriptors: Adults; *Employment Potential; Injuries; Job Applicants; *Job Placement; *Job Search Methods; *Job Skills; Outcomes of Education; Program Effectiveness; Program Implementation; Vocational Rehabilitation; *Workers Compensation

Identifiers: *Job Clubs

DIALOG File 1: ERIC _ 66-92/FEB.

ED336540 CE058886

Vocational Readiness: Preparing High School Students for the Literacy Demands of a High-Tech Workplace through Career Education, Material-Relevancy, and Cooperative Problem-Solving Models.

Penn, Alexandra
1991
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB92

The project described in this paper attempted to provide vocationally tracked high school students with the literacy skills needed to compete successfully in today's high-technology work force. This attempt was carried out by: (1) assisting students in establishing their vocational objectives in order to focus on specific literacy requirements; (2) modifying and adapting texts and materials to students' specific vocational needs: (3) employing problem-solving and decision-making models of job literacy; (4) implementing cooperative team learning strategies; and (5) incorporating computer literacy and applications into a basic skills English curriculum. Corollary aims were to increase student, parent, and employer confidence in the curriculum and to reduce the dropout rate. Forty high school seniors enrolled in 2 basic skills English classes were targeted, with the 5 strategies implemented during a 12-week period. Results were positive and program objectives were met. Functional literacy test scores; student, parent, and employer surveys; and the dropout rate all showed improvement, although less than had been expected. Less-than-expected results were attributed to the measurement instrument for literacy used (Career Ability Placement Survey) and the program's brief time period. The report concludes with a recommendation to expand the program into a 3-year effort in vocationally tracked basic English courses. (The document includes 33 references. Appendices contain basic skills in English IV curriculum and student, parent, and employer surveys.) (KC)

Descriptors: *Basic Skills; Career Education; Curriculum Development; *Dropout Prevention; *English Instruction; High Schools; High School Seniors; Outcomes of Education; *Problem Solving; Program Effectiveness; *Program Implementation; Track System (Education); *Vocational Education
Identifiers: *Workplace Literacy

ED336254 RC018360

Improving the Delivery of Rural School District Special Education Services.

Dunn, Janice
1991
215p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

This practicum was designed to improve the delivery of special education services to all students with special needs in a rural Canadian school district. The goal was for teachers, as members of program planning teams, to design and implement individual program plans for exceptional students according to district special education policy guidelines. An orientation day for all district administrators and three school-based inservice workshops to each of nine school staffs were provided. Central office personnel were actively involved throughout the process. Assistance was given throughout the year by visiting classes, coaching, participating in individual program planning meetings upon request, providing and sharing materials, and assisting teachers to draw upon their collective expertise. The results of the practicum were positive. During the implementation process, 118 teachers in 9 schools identified 212 students with special needs and participated in the design of individual program plans to meet the educational needs of 158 of those students. The extensive appendices include a teacher survey, a teacher referral form, memos concerning the training sessions, assignments related to the training, evaluations, and samples of teachers' work. (Author/KS)

Descriptors: *Cooperative Planning; Delivery Systems; Elementary Secondary Education; Foreign Countries; *Individualized Education Programs; *Mainstreaming; Practicums ; Program Development; *Referral; *Rural Education; *Special Education; Special Education Teachers; Teaching Methods
Identifiers: Canada

ED336175 PS019387

Development and Implementation of an Inservice to Increase Student Teachers' Understanding and Management of the Out-of-Control Child in the Elementary Classroom.

Pomije, Arlene
1990
44p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

The practicum addressed the problem of student teachers' inadequacy in managing out-of-control children in the elementary classroom. The objectives were to conduct: (1) an in-service program on six factors that contribute to out-of-control behavior; and (2) an in-service program on the techniques for managing the out-of-control child. Techniques included family intervention conferences, three-party confrontation, resolution contracting, physical reconstruction of the learning environment, hassle logs, tonal taping, and audio assessment. Objectives were met. A total of 97 percent

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

of the student teachers were able to state the factors contributing to out-of-control behavior with 95 percent accuracy. A total of 94 percent of the student teachers were able to state and apply at least five techniques to manage out-of-control children with 95 percent accuracy. A questionnaire that was used as an evaluative tool is appended. A bibliography provides 22 references. (Author/GLR)

Descriptors: *Behavior Problems; Classroom Communication; Classroom Environment; *Classroom Techniques; *Discipline; Discipline Policy; *Elementary Education; *Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers

---

ED336072 IR015079

Improving Retention in Music Fundamentals through the Use of Computer Based Instruction.

Weintraub, David
1991
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJAN92

The goal of this practicum was to increase the retentive skills of sixth graders in the area of elementary music reading and writing. A secondary goal of the study was to introduce music education teachers to the use of computer-assisted instruction in elementary general music class. For 12 weeks, 88 sixth graders learned music using computer-assisted instructional programs. "Music Fundamentals," published by Silver Burdett, was chosen as the courseware. Students worked in pairs on the notes of the treble clef scale, rhythms, and the piano keyboard. Each class began and ended with a review of the material that was presented on computer screens, and records were kept of student notetaking. Students completed several assignments that demonstrated retention of the material taught via the computers. After 3 months of implementation, children demonstrated retention in areas of rhythm and melody by successfully completing the unit with limited review, and members of the education staff reported that the students' level of motivation had increased. It is noted that instructional effectiveness still requires that attention be paid to the level of development of the students using the software, and that traditional as well as nontraditional educational strategies be used, such as the Kodaly method of applied music education. The report concludes with a recommendation that the study be expanded to include other grade levels for greater amounts of time. (45 references) (Author/DB)

Descriptors: Applied Music; *Computer Assisted Instruction; Educational Strategies; Grade 6; *Instructional Effectiveness Intermediate Grades; Kodaly Method; *Music Education; Music Teachers; *Music Theory

---

ED335960 FL019486

Improving Reading Speed and Comprehension of ESL Students with the Computer.

Culver, Lee C.
May 1991
91p.; Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

This study addressed the high retention percentage of college bound English-as-a-Second-Language (ESL) students exiting and ESL program who were retained in college developmental reading classes because of poor entrance test reading scores on the Multi-Assessment Placement Services (MAPS) exam. A computer reading program, implemented to improve reading speed and comprehension, was used to determine the exit and entrance scores for ESL students (n=20) in the target group. A computerized, levelized, reading program--Reading Mastery with reading attack skills (skimming, scanning, comprehension, and cloze procedures) was used to boost student speed and comprehension levels in reading. The results showed a reading grade level improvement for the majority of students in the target group with an overall increase of 3.9 grade levels in vocabulary, 1.3 grade levels in comprehension, and a 3.4 grade level increase in reading rate. The results provide significant information about the effect of increasing reading speed on student comprehension levels through the use of the computer. It was concluded that the computer was a good tool to improve student reading rate, although for some students increased speed did not lead to increased levels of comprehension. Appendices include graphic analysis of progress and student data. (Author/JL)

Descriptors: Community Colleges; *Computer Assisted Instruction; *English (Second Language); *Reading Comprehension; *Reading Improvement; *Reading Rate; Reading Tests; Scores; Second Language Instruction; Two Year Colleges

---

ED335958 FL019484

Study Skills and Foreign Languages: A Study of How To Strengthen Study Skills through the Foreign Language Disciplines.

Wenthold, Mireya Bernal-Greco
30 May 1984
86p.; An appended booklet, "How To Study Greenwave Style," may not photocopy well due to multiple reproduction problems. Master of Sciences Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: THESIS (042); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A study investigated the effectiveness of general study

(cont. next page)

skill enhancement on the learning of a second language. Subjects were high school students deficient in study skills. They were enrolled in an after-school cooperative study skill tutorial program. After diagnostic screening, students completed the intensive tutorial program using selected materials developed by the teacher. On completion of the program, the students were tested again, and parents and students were surveyed concerning program participation and results. Student skills and attitudes were found to have improved. Both students and parents made favorable comments about the tutoring. Two additional indicators of program success were increased attendance and better grades. It is concluded that teachers and educators should learn new methods of literacy education to help students attain excellence in native language study skills before learning a foreign language. Program materials and evaluation instruments are appended. (MSE)

Descriptors: *Achievement Gains; Attendance Patterns; High Schools; High School Students; Literacy Education; Parent Attitudes; Program Effectiveness; Second Language Learning; *Second Languages; *Skill Development; Student Attitudes; *Study Skills; *Tutorial Programs

ED335839 EC300581

A Community Volunteer Intervention Program To Increase Reading Skills and Abilities of Learning Disabled Resource Students.

Lanier, Cynthia C.
May 1991
71p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92
Target Audience: Practitioners

This paper describes a program in which community members (retired citizens, parents, and others) provided tutorial services over a 12-week period to five learning disabled primary grade students in a resource room program. Comparison of pretest and posttest results showed a greater than 20 percent increase in reading scores. Weekly spelling test scores also increased as did students' problem solving skills. Improved student attitudes toward reading were observed. Learning games and both teacher made and commercial materials were used in the weekly tutorial sessions. Appendices include the teacher observational checklists for evaluating student reading enjoyment and self assurance, handouts listing desirable teaching behaviors for volunteers and ethical behavior for volunteers, and a summary of typical characteristics of first, second, and third grade children. Two attachments demonstrate dissemination activities of this project. Includes a total of 17 references. (DB)

Descriptors: *Intervention; *Learning Disabilities; Primary Education; Problem Solving; Program Effectiveness; Reading Attitudes; Reading Skills; Resource Room Programs; School Community Relationship; Spelling; Student Attitudes; *Tutorial Programs; *Volunteers

ED335835 EC300577

Improving the Monitoring and Maintenance of Hearing Aids for Preschool and School Age Deaf and Hearing Impaired Children by Training School Personnel, Parents, and Students.

Guillory, Joseph A.
1991
66p.; Ed.D. Practicum II Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

This practicum was designed to improve the monitoring and maintenance of hearing aids and auditory trainers used by preschool and school-age deaf and hearing-impaired children, through inservice training of speech pathologists, teachers, parents, and students. The training focused on correct monitoring and maintenance procedures and the identification of malfunctioning or nonfunctioning equipment. Fourteen different inservice training programs were provided as well as individual inservice training over an 8-month period. As a result, a total of 124 hearing aids and auditory trainers were checked on a daily basis with several malfunctions immediately identified and repaired. Appendices include an unlabeled diagram of hearing aids and auditory trainer, a hearing aid and auditory trainer monitoring and maintenance pass/fail checklist, policies and procedures for hearing aid and auditory trainer monitoring and maintenance, a list of supplies, and a hearing aid and auditory trainer performance checklist. Includes 26 references. (DB)

Descriptors: Check Lists; *Deafness; Elementary Education; *Equipment Maintenance; *Hearing Aids; Hearing Impairments; *Inservice Teacher Education; Parent Education; *Partial Hearing; Preschool Education; Program Effectiveness; Program Evaluation

ED335825 EC300567

Development and Implementation of a Parent Education Newsletter To Increase Parent Knowledge of Gifted Children.

Schneider, Edith E.
Feb 1991
59p.; Practicum Report, Nova University. Three pages of Appendix G contain light type and will reproduce poorly.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92
Target Audience: Practitioners

This practicum report describes a gifted education program,

(cont. next page)

for students in grades 1 and 2, which developed a newsletter to broaden the parents' knowledge of giftedness. The weekly newsletter, sent to parents of 43 children, addressed such topics as characteristics of the gifted, frequently asked questions, techniques used for instruction, higher level thinking skills, creativity, and perfectionism. A pretest and posttest administered to parents documented growth in parent knowledge over the 10-week implementation period. Appendices contain copies of forms used in the practicum, comments about the practicum from teachers and parents, and a sample newsletter. (Includes 10 references) (JDD)

Descriptors: *Child Development; Child Rearing; *Gifted; Interpersonal Communication; *Knowledge Level; *Newsletters; *Parent Education; Parent School Relationship; Parent Teacher Cooperation; Primary Education

---

ED335813 EC300555

The Effects of Modeling and Repeated Taped Reading Instruction on the Learning Disabled Child as Ways To Improve Reading Comprehension Fluency and Word Recognition.

Rokicki, Anne L.
Jun 1990
58p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92
Target Audience: Practitioners

This practicum focused on the use of repeated taped reading instruction with modeling to improve fluency, comprehension, and automatic word recognition in five students (ages 11-13 years) with learning disabilities for a period of 10 weeks. The instruction also involved the teacher giving corrective feedback and having the students answer story map questions both orally and in written form. Students' pre-intervention and post-intervention performance was compared in oral reading, comprehension, word recognition, and attitude toward reading. Results indicated that students improved in comprehension, fluency, and word recognition. The practicum results supported the need to develop a reading program that is frustration-proof and failure-proof for use with the learning-disabled child. Appendices include the Heatington Attitude Scale, sample story map questions, and samples of students' work. (Includes 14 references.) (JDD)

Descriptors: *Audiotape Recordings; Feedback; Intermediate Grades; Intervention; Junior High Schools; *Learning Disabilities; *Modeling (Psychology); Questioning Techniques; Reading Attitudes; Reading Comprehension; *Reading Difficulties; Reading Improvement; *Reading Instruction; Student Attitudes; Teaching Methods; Word Recognition

Identifiers: *Repeated Readings; *Story Maps

ED335793 EA023286

Middle Schools Reach Out to the Homebound.

Tellekamp, Madeleine
May 1991
54p.; M.S. requirement, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

The problem addressed in this practicum was multifaceted: how to alleviate feelings of isolation experienced by hospitalized and homebound (H/H) children and their families; how to increase professional understanding of H/H teachers' sensitive and demanding roles; and how to increase the sensitivity of middle school students and faculty to the needs of students requiring H/H instruction. The practicum's expected outcome was implementation of a county program involving middle school students' annual adoption of homebound students. The practicum's target population was a select group of 120 sixth graders, 18 sixth-grade teachers, 15 H/H students at various grade levels, and 20 H/H teachers. Surveys were administered to ascertain the extent of each problem, and activities were selected and engaged in to increase middle school student and teacher awareness and to help reduce H/H students' feelings of anxiety and isolation. Although the project was generally successful, the attempt to recognize the H/H faculty for its excellence failed. An effort to connect the H/H students and teachers with middle school students and teachers would benefit both segments of the county's educational system. Appendices include surveys administered and the inservice packet for middle school faculty. (16 references) (MLH/Author)

Descriptors: Access to Education; Critical Thinking; Grade 6 ; *Homebound; *Hospitalized Children; Inservice Education; Intermediate Grades; *Middle Schools; *Practicums; *Recognition (Achievement); Student Attitudes; Teacher Attitudes; *Teacher Role

Identifiers: *Isolation Effect

ED335787 EA023275

A Bus Behavioral Modification Plan for Grades K-5. A Practicum Report.

Schantl, Wilfred
Jun 1991
51p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A motivational plan to reduce bus discipline referrals in a K-5 elementary school is presented in this practicum paper.

(cont. next page)

Methodology involved observation of student behavior on 13 buses, pre- and post-tests administered to third- through fifth-graders, and document analysis of student misconduct citations and bus conduct reports. Referral statistics for discipline, safety violations, and neatness were compared with those from the same time period in 1990. Outcomes included a significant reduction in student referrals, an increase in the number of students scoring 70 percent on the post-test (from 109 to 287), and favorable driver reports on the plan's effectiveness. Appendices contain the motivational plan, a statistics worksheet, the target elementary school supplement, student and driver questionnaires, and a 1990-91 statistical analysis. (16 references) (LMI)

Descriptors: Attitude Change; Behavior Change; *Behavior Problems; *Bus Transportation; *Discipline Policy; *Discipline Problems; Elementary Education; *School Buses; Student Transportation

ED335706 CS213012

Beyond Drill and Practice: Process Writing in a One Computer Second Grade Classroom through a Variety of Writing Activities.

Weisberg, Lillian
1991
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

This practicum was aimed at increasing children's abilities to use the computer through word processing activities. Most of the activities involved children working in cooperative groups. Another objective of the practicum was to incorporate the computer into the language arts area. A third objective was to effectively use a single computer beyond drill and practice with an entire class of 24 second-graders. Activities involved writing narratives and friendly letters on an individual basis. Other activities included writing global reports as well as creative stories in groups of two or three students. The children evaluated each of the activities and gave constructive feedback as to how to expand or improve upon them. Children received training in booting up, saving, retrieving, and printing files. Outcomes of the practicum were very positive in that each of the 24 children became proficient at word processing and working with files. The activities were successfully completed by all of the children and word processing projects were planned for the remainder of the year. The practicum demonstrated that a computer can successfully be incorporated to generate language arts activities in a one-computer class. (Six tables of data are included; 26 references and 6 appendixes--containing instruments, a questionnaire, and a student reaction form--are attached.) (Author/SR)

Descriptors: Class Activities; Computer Assisted Instruction ; *Cooperative Learning; Grade 2; *Language Arts; Primary Education; *Word Processing; Writing Exercises; *Writing Improvement; Writing Instruction

Identifiers: *Process Approach (Writing)

ED335705 CS213011

Nurturing Second Graders' Literacy and Language Development through Child-Centered versus Curriculum-Centered Experiences.

Esch, Gwendolyn C.
1991
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum was designed and implemented to foster 24 second graders' literacy and language development via child-centered as opposed to curriculum-centered experiences. The primary goal was to improve students' quality and quantity of writing by allowing extra time, much exposure to more and various non-basal literature, hands-on activities, and experiences geared to their interest level. The second aim was to improve their attitude toward reading by having them cooperatively and actively involved in a uniquely child-centered environment. Pre/post quality and quantity of writing tests and pre/post attitude surveys were administered. Journals, charts, and a log were kept. The number of library books, records, and tapes were increased and changed weekly. Students were assisted in project work, total and small group activities, and field trips. Conferences, mini-lessons, peer tutoring, mapping, brainstorming, and modeling occurred. Students wrote drafts, proofread, revised, and rewrote, while keeping their own writing portfolios and daily language arts sheets. The class newspaper, pen pals, and big book experiences proved rewarding. Total school and parent involvement added support. Results of the quality and quantity of writing tests showed a marked improvement and an increase. Reading attitude surveys revealed a positive dynamic increase. (Seven tables of data are included; 32 references and 2 appendixes--containing evaluation instruments and a letter to parents--are attached.) (Author/SR)

Descriptors: Classroom Environment; Grade 2; *Language Acquisition; *Literacy; Primary Education; *Reading Attitudes *Student Centered Curriculum; Whole Language Approach; *Writing Improvement

Identifiers: *Child Centered Education

ED335691 CS212988

A Peer Group Dependency Approach To Improve Tenth Grade Research Writing Experiences.

Harrington, Elaine L.
1991
69p.; Ed.D. Practicum, Nova University.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum addressed the failure of 85% of tenth-graders in an urban school to complete the research paper required by the Palm Beach County (Florida) curriculum. The target population consisted of 28 students from each of two classes. The practicum's three main objectives were to: (1) encourage students to work in teams and utilize peer evaluation techniques to support one another in proofreading, sharing resources, and gleaning information; (2) complete the research paper in compliance with specific curricular standards and the students' own calendar design; and (3) increase the percentage of students who successfully completed a research paper. An entire 9-week period was devoted to the research paper, giving two classes of tenth-grade students instruction in writing, researching, time management, and how to use the media center. A manual of step-by-step instruction and guidance was developed. Students were allowed to work on the manual in groups and interact in an active learning experience. All three objectives were reached successfully, and, in some cases, went beyond expectations. Results suggest that the key to the success of the implementation was student involvement. (Two tables of data are included; 23 references and 8 appendixes--containing information about the unified curriculum as well as practicum worksheets and materials--are attached.) (SR)

Descriptors: *Cooperative Learning; Grade 10; High Schools; *Peer Evaluation; Peer Groups; *Research Papers (Students); *Research Skills; Student Participation; *Student Research; Teacher Developed Materials; *Writing Instruction; Writing Strategies

ED335667 CS010694

Improving Reading Comprehension in Grade 3 Using Whole Language Activities and the Computer.

Wyatt, Patricia B.
1991
53p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum was designed to improve reading comprehension in 50 third-graders over an 8-month period. The practicum's peripheral goal was to improve the efficient use of the microcomputer as a tool to supplement reading comprehension. The program included computer lab experiences to teach keyboarding skills, language arts software use, and the use of a word processing program in combination with the Junior Great Books to promote discussion and interpretive evaluation skills along with other whole language activities. Pre- and post-tests of reading comprehension were administered to the students. In addition, their reading scores on the Comprehensive Testing Program taken during the practicum were compared to their scores in the previous year, and were also compared to the preceding third grade's second and third grade reading test scores. Results indicated that the general objective of the practicum to improve reading comprehension in grade 3 was successfully met. Analysis of the data revealed that the participants met the behavioral expectations. (One table of data is included; 68 references and 6 appendixes--Reading/Language Arts Notes, Reading Log Form, Writer's Great Books Letter to Parents, Students Reading Goal Form, Reading Levels Report Form, and Word Processing Examples--are attached.) (Author/PRA)

Descriptors: Discussion (Teaching Technique); Grade 3; Language Arts; *Microcomputers; Primary Education; *Reading Comprehension; *Reading Instruction; Student Evaluation; *Thinking Skills; *Whole Language Approach; *Word Processing
Identifiers: *Junior Great Books Program

ED335666 CS010693

Decreasing Overreliance on Basal Readers through Staff Development.

Evans, Deborah J.
1991
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum aimed to reduce overreliance on the basal reading program in grade 1 of the elementary school. It also endeavored to provide teachers with quality choices to enhance and enrich their reading/writing programs. Five workshops were designed to meet the specific needs of a public school district located on the northeastern seaboard which services 5,000 students. Goals of the practicum were to reduce the time spent on the tests accompanying the basal series, and to offer suggestions for successfully incorporating whole class reading activities and integrating the teaching of reading and writing. The practicum also sought to decrease the number of workbook and skillsheet pages used. Proven strategies were modeled for teachers during the workshops through video tapes and in demonstration lessons. In addition, the teachers were introduced to numerous professional journals, and were encouraged to join professional organizations. Results indicated that all of the teachers decreased the number of tests given and the corresponding amount of time spent on testing. Furthermore, time spent on specific skill instruction decreased while time spent on integrated, meaningful reading/writing activities increased. Results also indicated that teachers are willing to change when meaningful alternatives are modeled for them, and that time, patience, and a supportive environment are required for effective and

(cont. next page)

longlasting change to occur. (Three tables of data are included; 31 references are attached.) (Author/PRA)
Descriptors: *Basal Reading; Class Activities; Grade 1; *Inservice Teacher Education; *Integrated Curriculum; Primary Education; Reading Tests; *Reading Writing Relationship; *Teacher Improvement; Teaching Methods; *Whole Language Approach

---

ED335665 CS010691
Increasing Reading Comprehension and Positive Attitudes toward Reading through Improving Student Vocabulary.
Luckham, Mary R.
Jul 1991
128p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum designed and implemented a program to address the related problems of negative attitudes toward reading, low reading ability, and poor student working vocabulary. Intervention strategies and critical thinking activities were used to raise students' "Degrees of Reading Power (DRP) scores and to improve students' attitudes toward reading in general. A target group of twenty-four 10th-grade English students was chosen for the implementation. The program combined contextual and definitional approaches to vocabulary study using a variety of methods and a combination of strategies to provide repetition and opportunities for meaningful usage. Success was measured with a combination of three pre- and post-methods. These were attitudinal surveys, DRP tests, and teacher-made objective tests over the vocabulary words taught during the implementation period. Results showed some increase in DRP scores, an increase in vocabulary, and an increase in positive attitudes toward reading in general. Extensive appendixes include test and survey scores as well as many of the activities used in the implementation. (Author/SR)

Descriptors: Class Activities; *English Instruction; Grade 10; High Schools; *Reading Ability; *Reading Attitudes; *Reading Comprehension; *Reading Instruction; *Vocabulary Development; Vocabulary Skills
Identifiers: Degrees of Reading Power Test; Florida

ED335664 CS010690
Developing Positive Attitudes toward Reading through Cross-Age Tutoring, Mentoring, and Reading Aloud Strategies for Third Graders.
McKenzie, Flora I.
1991
101p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum aimed to develop the positive reading attitudes of six at-risk thrid-graders. Regular teacher-student sessions were devoted to reading aloud. Practicum participants were assigned mentors. Mentors and mentees met twice during the 12-week implementation cycle. The targted group of third-graders served as tutors for a group of first-graders. The tutors shared a variety of literature with their tutees. Members of the group were taken to the main branch of the public library. Donations of reading material were solicited from colleagues. Evening meetings were scheduled with parents. The group worked collectively on one story and individually on another. Copies of the stories were distributed to a national language arts consultant, the district's language arts director, and the school's media center. Post-assessment data indicated that all students improved their reading attitudes. The number of books borrowed from the media center, and the number of books submitted for "Count on Reading" increased. (Nine tables of data are included; 25 references and 13 appendixes--including a questionnaire and results, sample letters, and sample stories--are attached.) (Author/SR)

Descriptors: *Cross Age Teaching; Grade 1; Grade 3; High Risk Students; *Mentors; Primary Education; *Reading Aloud to Others; *Reading Attitudes; Reading Material Selection; *Student Attitudes
Identifiers: Education Consolidation Improvement Act Chapter 1; Reading Motivation

---

ED335660 CS010683
Strategies To Increase Oral Reading Fluency of Primary Resource Students.
Sutton, Patricia A.
Jun 1991
58p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN92

A practicum addressed the high percentage of students lacking oral reading fluency in a primary resource class. The project used two basic strategies for increased oral reading fluency: repeated reading and paired reading. To measure the success of this project, the Brigance Oral Reading subtest was administered to 17 first, second, and third graders before and after a 12-week period. Results indicated a significant increase in the target students' fluency rates, and a significant decrease in the number of word errors. In addition, the amount of time that the students spent engaged in reading books increased and the number of books read by the target students increased significantly. (Fourteen references and 7 appendixes including data, a sample of the oral reading card, and a sample of the bar graphs created by the students to show the differences between the initial and final reading

(cont. next page)

of their books are attached.) (Author/PRA)

Descriptors: Literature Appreciation; *Oral Reading; Primary Education; *Reading Aloud to Others; *Reading Attitudes; *Reading Instruction

Identifiers: Paired Reading; *Reading Fluency; Repeated Readings

ED335659 CS010682

Improving the Literacy Skills of Delinquent Adolescents through Cottage-Based Whole Language Activities and Experiences.

Carbone, Vincent J.

1991

59p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN92

A practicum was designed to train staff to improve (over an 8-month period) the literacy and reading skills of 60 delinquent adolescent boys residing in a juvenile correction facility. Most of the boys residing at the training school had poor school histories characterized by reading achievement scores several grade levels below their peers and little motivation to improve their skills. A review of the literature indicated that traditional classroom methods of reading instruction would not provide a solution to this problem, and therefore a whole language approach to reading was implemented during non-school hours in the transitional residential cottage. The cottage was flooded with reading material suitable to the needs of interests of this population. Results indicated that the youths' attitudes towards reading improved as measured by the Estes Scale to Measure Attitudes Toward Reading. Narrative and ethnographic data suggested substantial practical significance associated with the improved attitudes scores. Collaterally, disciplinary reports were reduced substantially. (Two figures are included; 1 appendix (the Whole Language Experience Skill Checklist) and 18 references are attached.) (PRA)

Descriptors: *Adolescents; Correctional Education; *Delinquent Rehabilitation; High Risk Students; *Literacy; *Reading Attitudes; *Reading Improvement; Reading Instruction Reading Programs; Secondary Education; Student Motivation; *Whole Language Approach

Identifiers: Estes Attitude Scale

ED335644 CS010666

Improving Reading Comprehension of Underprepared College Students.

Doughty, Irma Darrow

Dec 1990

73p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN92

A practicum was designed to improve reading comprehension of 10 basic skills college students by providing training using 5 specific strategies and techniques. Five specific strategies based on a review of the literature were selected: (1) metacognitive awareness; (2) discussion; (3) self-monitoring charts; (4) use of pictures as an introduction to critical reading skills; and (5) use of memory processes. To evaluate the success of the program, the following instruments were administered at the beginning and end of the program: a reading performance chart, a student self-perception survey, a student self-monitoring chart, a memory checklist, and pre and post standardized tests. Specific goals were to improve students' attitudes toward reading, to improve skills in four critical reading areas, to increase the amount of time spent in reading for pleasure, and to improve their grades in reading comprehension. The results of the practicum were positive. Analysis of the data revealed that students in the target group improved their reading comprehension and their attitude towards reading. Gains were made by students for each objective that was measured. Students involved in the practicum scored high enough on post-test scores to permit them to enter college-level courses. (Fourteen references and 14 appendixes of the evaluative instruments and practicum materials are attached.) (Author/PRA)

Descriptors: *College Students; Community Colleges; Critical Reading; Developmental Studies Programs; *Learning Processes; Memory; Metacognition; *Reading Comprehension; Reading Research; *Reading Strategies; *Remedial Reading; Self Evaluation (Individuals); Skill Development; Two Year Colleges

Identifiers: Florida

ED335641 CS010663

Developing Literacy among Kindergarten Children through the Implementation of Child Centered Activities Based upon Reading Recovery Principles.

Landry, Maureen D.

1991

90p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN92

A practicum provided child-centered activities for 20 kindergarten children during regular school hours. Goals for the practicum were to: (1) develop literacy; (2) increase social interaction between the teacher and the child through verbal and body language communication which weaves reading and writing into the relationship; and (3) obtain a shared commitment to literacy with the assistance and help of the

(cont. next page)

parents and school staff. Child-centered activities utilizing the regular classroom facility and based upon reading recovery principles were used. Results showed a significant shift in students' attitude and performance towards reading, writing, and language. Results suggest that child-centered activities which wove reading, writing, and language behavior into the learning process developed literacy. The appendix provides three survey forms. (75 references; 8 tables) (SR)

Descriptors: Beginning Reading; Class Activities; *Kindergarten; Kindergarten Children; *Language Acquisition; Literacy; Parent Role; Primary Education; Reading Writing Relationship; Whole Language Approach

Identifiers: Child Centered Education; *Emergent Literacy; *Reading Recovery Projects

ED335640 CS010662

Improving Preschoolers' Literacy Acquisition through an Intergenerational, Volunteer Read-Aloud Program, Parent Information, and an Enlarged Source of Library Books.

Budnik, Patricia McNulty

1991

70p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN92

A practicum addressed the emergent literacy needs of preschoolers at a daycare center. Goals were to increase: (1) the amount of time parents read aloud to their children to 15 minutes a day; (2) the number of library books at the daycare center from 40 to 200; and (3) the number of volunteers at the center from none to 4 who would read aloud to the children. A parent information campaign, a grant to fund the purchase of library books, and recruitment of volunteers addressed the goals. All three objectives were successfully met, with the most rewarding result being the tremendous growth in the number of library books at the center. (Three tables of data are included; 21 references and 6 appendixes--containing questionnaires, data from questionnaires, and samples of parent information letters--are attached.) (Author/SR)

Descriptors: Beginning Reading; Books; Childrens Literature Day Care Centers; *Intergenerational Programs; *Language Acquisition; Parent Student Relationship; Preschool Education *Reading Aloud to Others; Reading Readiness; *School Libraries

Identifiers: *Emergent Literacy

ED335632 CS010555

Helping Parents Help Their Children Toward Literacy.

Nichols, G. Jeane

1991

147p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN92

A practicum was designed to help parents of kindergartners in a low income area help their children develop literacy. The primary goal was to secure the active involvement of parents in their children's learning experiences. Other goals included improving kindergarten teachers' communication skills and expanding their strategies for reaching out to parents, and building a network of support for children by linking the resources of the home, school, and community. A needs assessment survey and a parent contract were administered to parents, the interests and needs of participating parents and the time commitment they preferred were determined, orientation and Parent Help Sessions (PHS) were planned and conducted for parents and teachers, resource people were recruited to assist with presentations that required specific skills to meet parents' and teachers' needs, and evaluation components were developed and administered. Results indicated that the PHS, the classroom and school visits, and participation were positive experiences for parents and teachers. Parents indicated that the training, classroom and school visits, and home activities enabled them to help their children at home. Of the 80 parents, 75 made significant progress through active involvement in helping their children toward literacy. (Nine tables of data are included and 67 references are attached. Appendixes include interview questions, Chapter 1 parent involvement survey, frequency distribution data, parent contract, PHS topics checklist, activities calendars, sign-in sheet, classroom registry, home contract form, parent session attendance roster, questionnaires, certificate of involvement, and notice for PHS.) (MG)

Descriptors: Beginning Reading; Kindergarten; *Kindergarten Children; *Parent Participation; Parent Responsibility; *Parent Role; Parents as Teachers; Parent School Relationship Parent Student Relationship; *Parent Teacher Cooperation; Primary Education; *Reading Readiness; Teacher Improvement

Identifiers: Emergent Literacy; Family Literacy; Literacy Events

ED335620 CG023613

A Counseling Program for Parents and Students To Reduce Tardiness in an Elementary School.

Thurston, Victoria

5 Jul 1991

41p.; M.S. practicum report, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN92

Student tardiness at an elementary school was creating

(cont. next page)

problems for classroom teachers, problems associated with interruptions, missing morning announcements, and the difficulty of reinforcing tardiness as unacceptable behavior. A program was developed and implemented to reduce elementary school student tardiness. The target group consisted of second, third, and fifth grade students (N=10) identified by their classroom teachers as being consistently tardy (20 or more times) during a 10-week period. Reasons for tardiness were examined by means of a survey. The programs consisted of the following strategies: (1) counseling for parents and students; (2) a daily check-in honor system located in the classroom; and (3) weekly incentives. Success was measured by comparing the statistics of the first 10-week period with the statistics of the 10-week implementation period. The use of a pre/post-attendance survey served to evaluate increases or decreases in student tardiness. Results of the program showed that tardiness was significantly reduced in the target population. Of particular importance was the reduction of tardiness among those students who were car riders. This result was noteworthy since their arrival time was dependent upon transportation provided by their parents. (Appendices include a sample tardy survey, parent letter, daily check-in plan, and student questionnaire.) (Author/ABL)

Descriptors: *Behavior Change; *Counseling Effectiveness; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 5; Parent School Relationship; School Counseling

Identifiers: *Tardiness

ED335617 CG023610

Improving the Morale Level of Direct-Care Staff in a Residential Group Setting through Support, Communication, and Recognition.

McAdams, Jimmy
1991
55p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEJAN92

This practicum sought to elevate the morale level of direct-care staff in a residential group care setting providing residential care to dependent, neglected, and/or abused children ages 7 through 17. Four solution strategies were attempted that addressed the areas of staff support, communication, and recognition. A representative of a top administrative position conducted personal visits with staff at service sites. Three roundtable dialoguing meetings were held within each of three regions. Agency communication was enhanced through retargeting and increasing the frequency of an intra-agency publication so that its focus was on direct care staff. All staff were deputized to assist administration in identifying and recognizing direct-care staff who demonstrated exemplary service. A system was established for receiving and acknowledging recommendations and for inducting selected staff members into an honor society. Two of three objectives were met with the third being impacted through an unexpected turn of events unrelated to the solution strategies. Turnovers which had averaged 10 per quarter were reduced to zero during the implementation period. Supervisors of direct-care staff reported improvement in the general morale levels of their supervisees following implementation. While self-reported job satisfaction ratings among these staff reflected some improvement, the degree of improvement did not meet the objective. The results clearly demonstrated the potential of proactive intervention techniques for improving the morale level of staff. (Author/ABL)

Descriptors: Adolescents; Children; *Employee Attitudes; Employer Employee Relationship; *Institutional Personnel; Job Performance; *Morale; *Professional Recognition; *Residential Care; *Work Attitudes

Identifiers: Employee Attrition

ED335616 CG023609

Improving Communications between Parents and Teachers of Middle School Age Students by the Use of the Telephone and Other Techniques.

Cottle, William E.
1991
84p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJAN92

This practicum was designed to improve communication among parents, teachers, and sixth-grade students who were housed in an elementary building due to school crowding. A telephone answering machine allowed students and parents to access information about homework, classwork, and upcoming events during evening hours. Additional parent outreach efforts were made by the teacher, including introductory telephone calls to parents, drop-in conference time, and solicitation of parent classroom volunteers. A system of recorded telephone messages for parents and students was developed. Parents and teachers were surveyed regarding existing parent-teacher communication and forms were prepared to enhance such communication. Students (N=26) and parents (N=26) were surveyed to analyze the effectiveness of these interventions. Analysis of the data showed that both parents and students found the telephone communication system to be helpful. Students utilized this system more frequently than did parents. According to teachers, students showed an increased frequency of homework completion as a result of this intervention. Of 26 parents, 25 indicated that they were satisfied with the amount of parent-teacher communication. However, 16 parents did not indicate that they had spent over 20 minutes talking with the teacher, despite the fact that each parent was contacted early

(cont. next page)

in the year by telephone and invited to at least two evening conferences. Appended are copies of surveys of parents and students for the weeks of June 11, 1990 and May 20, 1991; an announcement of the initiation of the parent/pupil assistance line; the parent telephone directory; and a letter of solicitation of parent volunteers. (ABL)

Descriptors: Elementary School Students; *Grade 6; *Homework ; Intermediate Grades; *Interpersonal Communication; *Middle Schools; Parent Participation; *Parent School Relationship; Program Effectiveness; *Telephone Communications Systems

ED335503 CE058667

The Relationship between Method of Clinical Instruction in Radiography and Scores on the American Registry of Radiologic Technologists Certification Examination.

Dowd, Steven B.
Jun 1991
40p.; Practicum report, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN92

An examination was made of the relationship between clinical grade based on simulation and a subsequent outcome measurement, the national certification examination in radiography. Although the new "Essentials" developed by the Joint Review Committee in Education in Radiologic Technology discouraged use of simulation, the method had worked well for the radiography program of Lincoln Land Community College (Illinois). Seventeen graduate radiographers from 1984-89 comprised the sample group. A literature review focused on three concepts: (1) clinical competency in the field of radiologic technology; (2) use of simulation as an evaluative and teaching tool in the health professions; and (3) the relationships between independent variables and the dependent variable of registry score. The Pearson product-moment correlation coefficient (r) was used to establish the relationship, with a significance of 0.05 set for the study. The calculated value of r was 0.966, which would be significant at a $p<0.01$. Since the number of cases was under 30, the Spearman rho was also calculated, giving an r of 0.988, also significant at a $p<0.01$. The relationship between clinical grade based on simulation and subsequent registry score was found to be significant. Retention of simulation as the program's method of clinical evaluation and future study to validate the results were recommended. (Thirty-six references are listed. Distribution scores are appended.) (YLB)

Descriptors: Allied Health Occupations Education; Clinical Experience; *Clinical Teaching (Health Professions); Community Colleges; Competency Based Education; *Correlation; Educational Research; Entry Workers; Job Skills; Literature Reviews; *Radiographers; *Radiologic Technologists; Scores; *Simulation; *Student Certification; Student Evaluation; Teaching Methods; Two Year Colleges

Identifiers: Lincoln Land Community College IL

ED335351 SP033263

A Prototype Model for the Recruitment of Minority Teachers.

White, Gladys M.
Apr 1991
62p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

The enrollment of minority students is increasing while the pool of minority teachers is decreasing. The model program described in this document was used as a way to increase the number of future minority teachers, particularly blacks, for the classrooms in a large urban school district in Florida. The target group consisted of Florida Future Educators of America (FFEA) students in the district's high schools. Principals were asked to select advisors who would be sensitive to minority students. District-wide activities were planned for parents and students. Issues relevant to minority students were addressed during those activities. The number of FFEA chapters and minority students increased during the implementation of this practicum. During the preceding year, there were 2 FFEA chapters with a total of 48 students, of whom 43 were black. The number of chapters was increased to 11 which includes all of the district's high schools. The number of black students increased to 126. The total number of student participants increased to 263. It is concluded that if emphasis is placed on minority students and their needs, they can be encouraged to participate in future educator clubs. The exposure to teaching that the students receive by being FFEA students may lead to more minority teachers in the district's classrooms. (Author/LL)

Descriptors: Black Students; Black Teachers; Higher Education; High Schools; *Minority Group Children; *Minority Group Teachers; *Racial Composition; *School Demography; School Districts; *Social Support Groups; *Teacher Recruitment ; Urban Schools

Identifiers: Florida; *Future Teachers of America

ED335350 SP033257

Improving Athletic Eligibility among High Risk Ninth, Tenth and Eleventh Grade Students through Parental Awareness and Peer Involvement.

Manning, Derrick C.
Jun 1990
44p.; M.S. Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

This practicum was conducted in a large high school for the purpose of improving grade point averages, attendance, and attitudes of student athletes at high risk with respect to eligibility to play sports. The program contained four basic components: (1) orientation; (2) implementation; (3) monitoring; and (4) evaluation. An orientation was offered to the students, parents, administrators, teachers, and guidance counselors. When the program was implemented, student athletes attended study hall sessions 3 days a week (monitored by coaches) and completed daily homework diaries. Guidance counselors provided specific behavioral strategies to enhance study skills; student athletes were paired with high achieving peers; parents were given surveys to identify specific needs and were asked to sign weekly progress reports; and student athletes were given surveys to confirm the effective aspects of the program. Although most of the student athletes did not achieve the expected objectives of the program, attendance, grades, and peer interaction improved. As a result, this program was recommended as part of the athletic criteria for student athletes throughout the county school system. Five appendixes to the report include samples of: a parent survey, a grade and absence record sheet; a weekly progress report, a post-student athlete survey; and grade and absence results. (LL)

Descriptors: *Academic Failure; *Athletes; Athletic Coaches *Attendance; *Attitude Change; *Eligibility; Grade Point Average; Higher Education; *High Risk Students; High Schools; Interaction; Parent Participation; Peer Groups; Potential Dropouts; School Counselors; Secondary School Teachers

Identifiers: *Student Athletes

ED335348 SP033249

Increasing Classroom Management Skills through a Training Module for Student Teachers.

Rubin, Joyce
1991
136p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

This practicum was designed to integrate a module on classroom management into a university student-teaching program. The primary goal was to assist student teachers in increasing the teaching and learning time in their elementary school classrooms through prevention of inappropriate behavior. Through the use of specific skills, the student teachers learned to use classroom time more effectively, and at the same time experienced a positive student teaching experience. A pre-assessment survey was administered which documented a limited knowledge base in the area of classroom management. Group workshops were utilized and material was presented through a multivaried approach. Meetings were held individually throughout a 30-week period to assist and assess the internalization of material in the module. Results were gathered by means of post-assessment evaluation in both written and oral form. Findings indicate that the module was both enjoyable and worthwhile, helping student teachers enhance their teaching/learning time in the classroom on a daily basis. Appendixes include a pre/post-assessment questionnaire, an attitude survey, university observation and evaluation forms, role playing scenarios, and audiovisual materials. (LL)

Descriptors: *Classroom Techniques; *Discipline; Elementary Education; Higher Education; *Learning Modules; *Management Development; Preservice Teacher Education; Questionnaires; Skill Development; Student Teacher Attitudes; *Student Teachers; Surveys; *Training Methods

ED335220 SE052187

Teaching Two-Step Numerical Problem Solving to Elementary School Students through Computer-Assisted Instruction.

Schuman, Jonathan C.
Mar 1991
121p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

Previous research has indicated that numerically based problem-solving can be taught to children and that it should be initiated on a continuing basis in the elementary school years, yet there is no evidence for the existence of an exact, comprehensive process through which problem-solving with numerical comparisons and addition or subtraction operations can be effectively taught to children. The ability of 6 second- and third-grade students with various learning difficulties to use problem-solving skills in making decisions about open arithmetic sentence comparisons through computer-assisted instruction was examined during a 6-week summer program. Within self-paced environments monitored by a graduate student, pairs of students made independent use of various computer softwares modified to suit individual needs across several learning modes. The results indicated that single-step problem solving can be taught in a relatively short period of time using computer assisted instructional strategies. However, complex problem solving, which involved critical thinking and multiple tasks beyond mere recognition and memorization, was not fully attainable by second- and third-grade students with learning difficulties, particularly within such a short learning period. (Appendices include 22 references, pretests, posttests, student instructional preference survey, software recommendation sheet, and student data in the form of a daily log.) (JJK)

(cont. next page)

Descriptors: *Computer Assisted Instruction; *Elementary School Mathematics; Grade 2; Grade 3; Individualized Instruction; *Learning Disabilities; *Learning Modalities; Mathematics Education; *Mathematics Instruction; Perceptual Handicaps; Pretests Posttests; Primary Education; Problem Solving; Programed Instruction; *Small Group Instruction

Identifiers: Mathematics Education Research

ED335148 PS019790

A Model Program To Improve Study Skills and Academic Performance of Low Achieving Third Grade Students.

Ford, Mary L.

Apr 1991

72p.; Educational Leadership Practicum Report, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC91

This report describes a model academic improvement program for 18 third graders with low achievement. Data from a questionnaire filled out by four teachers and from observations by the teachers revealed that students targeted for the program demonstrated low learning readiness skills, which resulted in less than desirable behavior, study skills, and academic performance. In order to enhance performance in these areas, a 10-week program was implemented. The program included the: (1) Assertive Discipline Program, in which teachers received training concerning discipline competencies; (2) Study Skills Enhancement Plan; and (3) Academic Excellence Growth Plan, which included the Bring Up Grades Honor Roll Program. Students' progress after 10 weeks was assessed by questionnaires filled out by teachers. Results indicated a decreased number of behavior problems, increased learning readiness skills, and improved academic performance. A list of 28 references is provided. Appendixes include copies of the teacher questionnaires; descriptions of the Assertive Discipline Plan, student reward system, and Bringing Up Grades Program; and samples of forms used in the program. (BC)

Descriptors: *Academic Achievement; Classroom Techniques; Discipline; *Elementary School Students; Elementary School Teachers; Grade 3; *Learning Readiness; *Low Achievement; Primary Education; Rewards; *Student Behavior; *Study Skills

Identifiers: *Assertive Discipline; Self Monitoring

ED335108 PS019311

Using a Cooperative Home-School Developmental Program To Enhance the Listening Skills of Kindergarten Children.

Westwood, Geraldine E.

1990

80p.; Ed.D. Practicum, Nova University. Author abstract (pg. VI) not in copy received by ERIC.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC91

Target Audience: Practitioners

This 12-week practicum intervention was designed to enhance the listening skills of 22 kindergartners by means of a cooperative home-school developmental program. In the class, stories and poetry with listening themes were read aloud on a daily basis. Story structure was stressed. Puppets, flannel board stories, and dramatics were used. In addition, a classroom listening center was set up. Questions were asked before, during, and after stories were read aloud. Through weekly newsletters, parents received listening tips to use at home with their children. Records and tapes were sent home so that the children could listen to them and use them to complete a story-related activity. Listening was stressed during the entire school day and during special listening training which was given in 30-minute lessons, 3 days per week. Practicum evaluation data indicated that even though all of the objectives were not met, significant growth did occur. Four of the five practicum objectives were achieved by the majority of the participating children. Parents were supportive and enthusiastic throughout the implementation period. Appendices provide survey instruments, related materials, and a list of 42 books used for take-home activities. Fifty references are listed. (RH)

Descriptors: Childrens Literature; *Curriculum Enrichment; Developmental Programs; Home Study; *Kindergarten Children; *Listening Skills; *Parent Participation; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Student Improvement; Television Viewing

ED335097 JC910396

The Development of a Handbook for Technical Advisory Committee Members at Delgado Community College.

Satterlee, Brian

Mar 1989

36p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Louisiana

Journal Announcement: RIEDEC91

Research has suggested that in order to survive in the 1990's, community colleges must increase public awareness of their role in society, encourage employer-specific programs and services, and initiate closer working relationships with industry. One strategy to accomplish these objectives is through the establishment of a Technical Advisory Committee (TAC) for each technical program. Among TAC activities are

(cont. next page)

providing relevant information on community training needs, curricular standards, and safety requirements of the occupation. This report describes the methodology used to develop a handbook to assist TAC members at Louisiana's Delgado Community College (DCC) in understanding and fulfilling their role. Chapter 1 reviews the history of the college. Chapter 2 discusses relevant literature on TACs. Chapter 3 presents the steps involved in the development of the handbook, which included solicitation of existing materials from other colleges, and interviews with business and industry representatives. Chapters 4 and 5 discuss the results of the handbook development process, and present conclusions and recommendations. The resulting TAC handbook is appended. The first section reviews DCC's mission and purpose, the second lists technical programs at DCC, and the third presents information on the functions of advisory committees, the selection and length of service of members, and operational considerations. The final section of the handbook describes the scope of the TAC's work, which includes community surveys, career guidance, graduate placement, curriculum advisement, public relations, recruiting, and program evaluation. (PAA)

Descriptors: *Advisory Committees; College Faculty; Community Colleges; Educational Planning; *Guides; School Business Relationship; School Community Relationship; *Technical Education; Two Year Colleges

Identifiers: *Delgado Community College LA

ED335096 JC910395

The Development of an Operational Guidebook for Curriculum Committee Members at Seminole Community College.

Satterlee, Brian

Nov 1989

41p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC91

At Florida's Seminole Community College (SCC), all curriculum change proposals for any of the academic units at the college must first be evaluated and approved by the Curriculum Committee (CC). In an effort to provide CC members with information on college procedures pertaining to the curriculum change process as well as the basic principles of instructional design, an operational guidebook was developed for the committee. This report describes the methodology used to develop the guidebook. Chapter 1 traces the history of the college and describes the administrative approach to curriculum and program planning. Chapter 2 reviews the literature on the importance of periodic curriculum and program review, and discusses the specific relevance of a curriculum guidebook for SCC. Chapters 3, 4, and 5 present the steps undertaken to develop the guidebook for SCC, discuss the results of the guidebook development process, and offer conclusions and recommendations. The guidebook itself is appended. The first section reviews the procedure for appointing CC members, and describes the SCC's curriculum change process and procedures. The next section provides a copy of the institutional impact statement form to be submitted with a new course proposal, a new course proposal form, a course change proposal form, and the SCC format for course syllabi. The final three sections provide rules of order for meetings, guidelines for evaluating course proposals, and a list of committee members. (PAA)

Descriptors: College Faculty; College Planning; *Committees Community Colleges; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Guides; Program Development; Two Year Colleges

Identifiers: *Seminole Community College FL

ED335078 JC910368

An Investigation of Assessment and Documentation of Student Academic Achievement in Community Colleges and A Proposed Model.

Craig, Ford M.

Jul 1991

149p.; Ed.D. Major Applied Research Project, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: DISSERTATION (041)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEDEC91

In an effort to determine the methods used to assess and document student achievement at two-year colleges within the Mid-Plains Technical Community College Area (MPTCCA) in Nebraska and to develop an effective assessment model for use within the MPTCCA, surveys were sent to 79 chief executive officers representing all public, two-year, technical community colleges in Nebraska and the surrounding states. A total of 64 usable surveys were returned for an 81% response rate. In addition to the survey, interviews were conducted with assessment personnel at MPTCCA member institutions, and available MPTCCA data records were examined. Findings from the questionnaire included the following: (1) 37.5% of the responding institutions indicated that they had an organized, ongoing system to assess student academic achievement; (2) approximately one-half of the assessment plans in use were directly related to the institution's mission statement; (3) student achievement was most frequently assessed in academic transfer and vocational/technical programs; (4) 54.7% of institutions reported using the Assessment of Student Skills for Entry Transfer (ASSET) test; (5) student critique of instruction was used most frequently for pre-graduation assessment, while job-placement studies were the most common approach to post-graduation assessment; and (6) assessment findings were used about equally by institutions for revising curricula, facilitating strategic planning, and meeting

(cont. next page)

accountability mandates. Interviews revealed limited assessment activities within the MPTCCA. A literature review, the survey instrument, interview questions, and a copy of the assessment model are included. (JMC)

Descriptors: *Academic Achievement; *College Outcomes Assessment; College Role; *Community Colleges; Evaluation Criteria; *Evaluation Methods; Evaluation Research; Institutional Research; *Models; *Outcomes of Education; Questionnaires; Research Utilization; State Standards; State Surveys; Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Followup

Identifiers: Mid Plains Technical Community College Area NE

ED334899 HE024727

A Study of the Attitudes of Nursing Students toward Caring for AIDS Patients. Law, Politics, and Economics of Higher Education.

Malloy, Suzanne E.
Sep 1990
131p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC91

This study examined the attitudes of undergraduate and graduate nursing students (N=282) towards caring for Acquired Immune Deficiency Syndrome (AIDS) patients. A 57-item Likert type AIDS attitude questionnaire focused on the following questions: (1) Is there a difference in the comfort level of juniors, seniors, or graduate students caring for AIDS patients? (2) Is there a difference in the confidence level of students who have or have not had a course on AIDS? (3) Does the age of an individual affect his/her attitude towards caring for an AIDS patient? (4) Does personal experience of individuals diagnosed with AIDS, make a difference in the student's attitude towards caring for an AIDS patient? Findings revealed that, in general, students had fairly positive attitudes towards caring for AIDS patients. Most students were highly supportive of patients' rights and felt there was insufficient curriculum preparation to adequately care for these clients. Those factors which contributed positively toward feelings of more adequate curriculum preparation were: knowing someone with AIDS; having had a formal AIDS class; having cared for someone with AIDS; and the age of the student. Contains a 52-item bibliography, the questionnaire, and responses. (Author/GLR)

Descriptors: *Acquired Immune Deficiency Syndrome; Attitude Measures; College Students; Fear; Graduate Students; Higher Education; Medical Services; *Nurses; Nursing Education; Patients; Questionnaires; *Student Attitudes; *Student Reaction; Undergraduate Students

---

ED334567 CS010660

Improving Reading Skills and Motivating First Grade Children through the Use of the Newspaper.

Meyer, Sarah Janane
Jul 1990
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

A practicum was developed which implemented an alternative to using a standard reading textbook, by using the newspaper as a learning tool to supplement the existing reading program over a 12-week period in a first grade class. The program centered around a collection of techniques and strategies used to motivate and increase young children's reading skills. The goal was to increase the frequency of independent reading (and thus motivation), to increase vocabulary development, and to increase the critical thinking skills of first-grade students. Students engaged in daily structured newspaper activities over a 12-week period. At the conclusion of the program the frequency of independent reading, vocabulary, motivation, and thinking skills was significantly increased. Evaluation devices such as tests, surveys, logs, and journals showed positive results and significant gains. (Three tables of data are included; 5 appendixes--containing a reading survey of students, lists of students' pre- and post-implementation reading levels, a newspaper survey of students, and tallies of target group responses over a 12-week period--and 18 references are attached.) (Author/PRA)

Descriptors: Class Activities; Grade 1; *Newspapers; Practicum Papers; Primary Education; Reading Improvement; Reading Instruction; *Reading Materials; *Reading Programs; Reading Research; *Reading Skills; *Reading Strategies; *Student Motivation; Thinking Skills

---

ED334552 CS010642

Improving Spelling in the Low Level Reader through Computer-Aided Instruction and Computer-Managed Instruction.

Bollman, Betty L.
Jul 1991
104p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

To raise the spelling test scores of the lowest-level readers and poorest spellers in a third grade class, a practicum developed and implemented a spelling improvement program. Various strategies were implemented to allow for different learning modalities. Multi-sensory activities, computer managed instruction, and computer assisted

(cont. next page)

instruction were used to reinforce letter-sound relationships and improve contextual understanding of the words. Improved reading scores as a by-product of spelling improvement was measured. The Sucher-Allred Word Recognition Test as a pre- and post-test measured reading growth. Results indicated increased achievement in spelling for 100% of the target group. Reading advancement was measurable in 4 of the 8 students, while areas of growth were measurable in the other 4 students. Increased understanding and experience with spelling words had a definite impact on the success of the target students' spelling. (Twelve references and 6 appendixes--containing unit cloze paragraphs, unit crossword puzzles, unit word searches, the word recognition test, student research scores, and a software evaluation form--are attached.) (Author/SR)

Descriptors: *Computer Assisted Instruction; *Computer Managed Instruction; Grade 3; Low Achievement; Primary Education; *Reading Improvement; Spelling; *Spelling Instruction

Identifiers: Sucher Allred Word Recognition Test

ED334551 CS010641

Strengthening the Reading Abilities of First Graders through an Intensive Phonics Program and Problem Solving Process.

Clarke, Sheryl
Jul 1991
71p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

A practicum aimed to strengthen the reading abilities of first grade students. Objectives included having first graders: (1) strengthen phonetic and decoding skills; (2) progress to grade level in the basal reading series; and (3) master a problem solving process that would enrich critical thinking skills. Subjects, 52 first grade students, received instruction over a 12-week period which incorporated phonics instruction into the current whole language and basal approach to teaching reading, and which taught a step-by-step problem solving process. Methods, materials, and lesson plans were provided to teachers. Results indicated partial achievement of the goals. While the mastery of phonetics skills was attained, neither of the other two objectives were attained. Implementation of the practicum did provide for improvement and provided students with a positive attitude toward reading. (Five tables of data are included, and 9 appendixes containing phonics and problem-solving pretests and posttests and sample lesson plans are attached.) (SR)

Descriptors: Beginning Reading; Decoding (Reading); Grade 1 *Phonics; Primary Education; *Problem Solving; *Reading Ability; *Reading Improvement; *Reading Instruction; Thinking Skills

ED334550 CS010640

Improving Below Grade Level Vocabulary Skills of Second Grade Students.

Rowley, Judy G.
Jun 1991
98p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC91

A practicum aimed to improve the basic sight vocabulary of second grade Chapter 1 students by implementing poetry activities and dictionary skills. Eight students were introduced to a new poem and 2 vocabulary words each week, for 12 weeks, receiving 45 to 50 minutes of supplemental instruction, 4 days per week. Assignments were keyed to the student's reading level. Results indicated increased vocabulary skills and improved critical thinking skills. Although context clues improved, students did not meet the expected objective. (A 14-item bibliography is attached; appendixes include a vocabulary list and a list of vocabulary words most often missed when pre-tested.) (SR)

Descriptors: Elementary School Students; Grade 2; High Risk Students; Low Achievement; *Poetry; Primary Education; Sight Vocabulary; *Vocabulary Development; *Vocabulary Skills

Identifiers: Education Consolidation Improvement Act Chapter 1; Florida

ED334253 TM016840

The Effects of Systematic Desensitization on Test-Anxious Students in an Urban Community College: Learning Theory and Applications.

Woods, Nathaniel A.
22 Aug 1983
59p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV91

A study involving 97 students (79 females and 18 males) at New York City Technical College was undertaken to determine the effectiveness of desensitization in reducing test anxiety and improving grade point averages (GPAs). The study compared the GPAs of students who completed workshops using the desensitization hierarchy developed by R. Strieby (1974) with those of control students. The study used J. Wine's (1971) theory that systematic desensitization should be effective in reducing test anxiety. In all, 42 students did and 55 students did not participate in the workshops. Test anxiety levels of all subjects were assessed by administration of the debilitating and facilitating scales of the Achievement

(cont. next page)

Anxiety Test before and after a treatment period of 6 weeks. The achievement level was assessed for all subjects through the comparison of GPAs at the end of the semester. In addition, a Mann Whitney u test was used to evaluate the significance of the results. Results indicate that students participating in the workshops improved their academic averages more than did control students. The experimental group also reported less debilitating anxiety than did the control group, although there was no comparable finding for facilitating anxiety. Early screening of students to identify test anxiety and the use of desensitization workshops using counselors in college learning centers are recommended. Study instruments and instructions for subjects and a 37-item list of references are included. (TJH)

Descriptors: *College Students; Community Colleges; Comparative Analysis; Counseling; *Desensitization; *Grade Point Average; Higher Education; *Learning Theories; *Program Evaluation; *Test Anxiety; Test Coaching; Urban Universities; Workshops

Identifiers: Achievement Anxiety Test

ED334187 SP033181

Basic Skills for Professionalization: Preparing Teachers for Alternative Job Roles.

Peterson, Margaret B.
1990
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91

This practicum was implemented to assist teachers who were investigating the possibility of participation in school-based management shared decision-making initiatives at a local school level. The particular focus was to assist the teachers to make decisions based on knowledge and to supply information about the appropriate manipulation of time and tasks. An inservice activity was designed to identify the needs of the participants and respond to them in large and small groups as well as in individual sessions. An assessment instrument was used to determine the participants' perceptions of their information base. The 10-session inservice activity included topics such as national initiatives for professionalization of teaching, self assessment, stages of teacher development, preparation of a career life plan, and the organization of time and tasks. The inservice activity was evaluated using both written and oral questions. The participants indicated through their responses that the workshop sessions were valuable for each on an individual basis when making career choices. The suggestion was made that this information should be included in the inservice activities required for first year teachers. Evaluation instruments are appended. (Author/LLL)

Descriptors: Career Development; Evaluation Utilization; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Knowledge Level; Middle Schools; *Participative Decision Making; Practicum Papers; *Public School Teachers; *School Based Management; *Staff Development; Task Analysis; Time Management

ED333754 FL019265

Improving Academic Achievement of ESOL Kindergarten Students Using a Centers Approach to Instruction.

Alonso, Carmen M.
May 1991
49p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91

A practicum tested the effectiveness of a learning-center approach in improving the overall academic achievement of kindergarten children who were speakers learners of English as a second language (ESL). The entire kindergarten class participated in the method, but only nine students were selected on the basis of their score on the Brigance Test. Four major instructional centers were used: handwriting; teacher-directed instruction; follow-up activities; and independent activities. The program used manipulative materials and game-like instructional situations, ESL teaching techniques, cooperative learning, and critical thinking skill development. Activity modification and parent-teacher conferences permitted individualized instruction. The nine students increased their overall achievement by a minimum of 10 points as measured by the Brigance Test. The approach is seen as effective and adaptable to other grade levels and subject areas. Appended materials include forms used in the study, a classroom floor plan, chart of center usage, and a comparison of pre- and post-test scores. A 15-item bibliography is included. (MSE)

Descriptors: *Academic Achievement; Cooperative Learning; Critical Thinking; *English (Second Language); Games; *Handwriting; *Independent Study; Individualized Instruction; Instructional Effectiveness; *Kindergarten; *Learning Centers (Classroom); Manipulative Materials; Primary Education; Second Language Instruction; Writing Instruction

ED333706 EC300474

Reducing the Social Isolation of Preschoolers with Special Needs in a Mainstreamed Daycare through Social Skill-Building.

Irwin, Sharon Hope
1991
72p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91
Target Audience: Practitioners

This practicum aimed to decrease the social isolation of preschool children with special needs in a mainstreamed day care setting by: (1) increasing initiatives by typical children towards four special needs children; (2) increasing social bids or responses by special needs children toward typical children; and (3) increasing positive interventions by staff toward children with special needs. Six workshops designed to develop staff awareness of social play, peer confederate training, and transactional intervention strategies were designed and implemented. Observational data of children's free play interactions were collected at 4-week intervals over 12 weeks. All objectives were achieved. Staff agreed that the social skill-building intervention had been positive and they intended to continue structuring social skill development into their groups. A needs assessment form, record-keeping forms, and relevant letters are appended. Includes 31 references. (DB)

Descriptors: Day Care Centers; *Inservice Education; Interaction; Interpersonal Competence; *Mainstreaming; *Peer Relationship; Play; Postsecondary Education; Preschool Education; Skill Development; *Social Integration; *Special Needs Students; Staff Development; Teacher Student Relationship; Workshops

---

ED333502 CS507482

Alternative Curriculum for Student-at-Risk: Integrating State Minimum Skills for Math and Communications.

Betters, Elaine B.
Jun 1991
90p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91

A curriculum was developed for 18 at-risk students at the fourth grade level, integrating state minimum skills for math and communication. The goal was to teach basic skills and critical thinking skills (CTS), and to see an increase in motivation, self-esteem, and student attendance through a hands-on project of building a dollhouse and its furniture. Results indicated that the three-phase program of four weeks, five weeks, and three weeks respectively, showed an increase in all areas addressed. (Four tables of data are included. Extensive appendixes include past reading scores, pre and post test results, student' examples, self-esteem and attitude survey, CTS checklists, list of skills which may be incorporated into the program, and comments from individuals involved. Seventeen references are attached.) (PRA)

Descriptors: Attendance; Critical Thinking; Curriculum Development; Elementary School Mathematics; Grade 4; *High Risk Students; Integrated Curriculum; Intermediate Grades; *Language Skills; *Mathematics Instruction; Minimum Competencies; Self Esteem; Student Attitudes; Student Motivation; *Thinking Skills

Identifiers: Florida

ED333360 CS010618

The Effects of a Peer Tutoring Intervention Program on the Reading Levels of Underachieving Fifth Grade Students.

Perry, Marie J.
Jun 1991
59p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91

A practicum addressed the cognitive and affective needs of underachieving fifth grade students in a suburban school in southwest Florida. Twelve fifth grade students (the target group) were paired with same age tutors who provided supplemental reading instruction four times a week over a 12-week period. They also participated in weekly brainstorming sessions with the researcher and a certified elementary guidance counselor to help them gain insight into the behaviors and conditions hampering their academic progress. Results indicated that the target group made gains in reading levels, self esteem, and on daily English assignments. The brainstorming sessions were deemed successful based on the quality of the students' contributions over the duration of the project. (Seventeen references and 12 appendixes--including the Coopersmith Inventory of Self Esteem and graphs detailing student performance--are attached.) (SR)

Descriptors: Grade 5; Instruction; Intermediate Grades; *Metacognition; *Peer Teaching; *Reading Achievement; Reading Improvement; Reading Instruction; Reading Research; *Self Esteem; *Tutoring; Underachievement

Identifiers: California Test of Basic Skills; Florida

ED333177 CE058192

Development and Implementation of a Program To Increase Vocational School Attendance among High School Students.

Williams, Eunice
Apr 1991
39p.; Practicum report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91

The low number of high school students electing to take advantage of the training available at a vocational school was addressed by implementing a program of activities intended to

(cont. next page)

increase knowledge and develop critical thinking skills in decision making. The program took place in a West Florida high school with 1,819 students in grades 9-12, the majority of whom were from a lower socioeconomic background; 517 were sophomores. When the program began, only 17 students were taking courses at the vocational school. Ninety percent of the students responding to a survey at the school said they had "no" to "low" knowledge of the vocational school. The program tried to increase the number of sophomores signing up for the vocational school, improve their attitudes toward the vocational school by critical thinking activities, and improve their knowledge of the vocational school by educational activities. At the end of 12 weeks, the number of sophomores registering for the vocational school was 21, compared to 5 for the preceding year. The goal of 50 students was not met, but attitudes toward the vocational school were more positive, with a reduction of 67 percent in the number of negative comments on a survey. It was recommended that the vocational school change its name to a technical institute or technical college. (A list of 16 references is provided. Appendixes include a student survey, survey results, brainstorming sections, student plan, and career choices listed by students.) (KC)

Descriptors: *Attitude Change; *Critical Thinking; *Enrollment Influences; High Schools; Program Implementation; *School Attitudes; *Student Attitudes; Student Recruitment; *Vocational High Schools

ED333146 CE058124

A Fire Safety Pre-Educational Plan.

Rosenbaum, Lynn
Apr 1991
50p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV91

A weekly dance at a community center was used to develop a teachable moment for active senior citizens regarding fire safety, in order to reduce their injuries and possible loss of life. A target group of active senior citizens 70 years of age and older who frequent the weekly community center dance was established for the program. The program contained four intervention strategies for increasing fire safety awareness: weekly contact with uniformed personnel, informational handouts, a safety tip in a monthly newsletter, and a mute television playing a looping safety message during the dance's intermission. Pretests and posttests were used with the senior citizens, comparing answers for knowledge gained. All safety requests generated by the program were recorded and the selection/procurement of informational brochures by the senior participants was monitored. The results indicated increased levels of fire safety knowledge and brochures taken during the dances along with a sharp increase in the number of requests for programs per month from 0 to 10. The study concluded that the preeducational plan can provide a sound basis for lowering the resistance of older adults toward educational/informational programs. The study recommended that follow-up include the development of a peer counseling group that can be used to monitor the behavioral change of individuals within their residence. (Appendixes include the preprogram survey along with pretest and posttest results, a comparison of the pre/posttest results, and 15 references.) (Author/KC)

Descriptors: Adult Education; Adult Programs; Adult Students; Attitude Change; Community Centers; *Fire Protection; Information Dissemination; Nonformal Education; *Older Adults *Outcomes of Education; *Program Effectiveness; *Safety Education; *Teaching Methods

ED332950 SO030416

Using Computer Assisted Instruction To Improve Student's Performance Skills in Social Studies.

Roedding, Gary R.
Jun 1990
74p.; M.S. Practicum, Nova University. Program listing printed scroll-fashion on p.61-66, without page breaks.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

One of the problems that teachers face in a knowledge-based social studies curriculum is the diversity of academic levels in a given class. The low level learner gets lost in the rush to cover the material and keep the interest of the other students. This project implemented a computer drill and practice program for those students who consistently scored low on tests in government, world history, and U.S. history. The students used the program during 2 units or 3 times a week for about 30 minutes. The program reviewed in a drill card format pertinent facts that the students would see on tests or quizzes. The objective of the program was to increase the student's performance skills in class review and on the curriculum tests. The results seemed to indicate that there was an increase in the performance skills of those students using the program although not as much increase as had been desired. Students in the target groups scored higher on their tests and most of them demonstrated increased review time participation. Appendices include Ehman and Glenn's questions on computer activities, files available to drill, a screen display from the program, instructions used with the program, and the student's record sheet. (Author)

Descriptors: *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Drills (Practice); Learning Activities; *Learning Problems; Low Achievement; Secondary Education; Skill Development; *Social Studies; Student Improvement; *Teaching Methods; United States

(cont. next page)

Government (Course); United States History; World History

ED332876 SE052128
Videotaped Mathematics Instruction Used as a Resource in Compensating for Absence.
Huge, Terry L.
May 1990
56p.; Practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91
Target Audience: Practitioners; Policymakers

Unavoidable absences of both students and teachers in college preparatory math classes adversely affected achievement and produced academic frustration in a moderately affluent urban high school. In order to reduce the frustration level and to promote continuity and meaningful activity on teacher absence days, videotaped reviews of material related to college entrance examinations were created by a regular classroom teacher for use by substitute teachers. In addition, chapter reviews of actual coursework were created for use by students recovering from absences of their own or as a means of additional self-review. A comparison of pre- and post-project surveys indicated a relief in the level of concern unavoidable absences created for students, teachers, and administrators. Plans to increase the scope of the project to other subject areas and other schools within the district are included. Appendices include samples of pre- and post-project questionnaires, and the tabulated results of the surveys in the subject school. (Author)

Descriptors: Attendance; Audiovisual Aids; Audiovisual Instruction; *Educational Television; High Schools; Learning Strategies; *Mathematics Instruction; *Mathematics Materials; Remedial Instruction; Remedial Mathematics; Secondary School Mathematics; Substitute Teachers; *Teacher Attendance; Teacher Developed Materials; Teacher Effectiveness; Teaching Methods; Television Viewing; Video Equipment; *Videotape Recordings

ED332874 SE052121
Improving the Problem Solving Skills of At-Risk High School Mathematics Students through Cooperative Work Groups and Computer-Assisted Instruction.
Brickle, Woodrow, II
Dec 1990
76p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEOCT91
Target Audience: Researchers; Practitioners; Policymakers

The negative impact of low attendance and the lack of effective, alternative classroom learning strategies are factors that mitigate against student interest and success in mathematics, particularly with respect to inner-city at-risk students. The goal of this practicum was to improve the problem-solving skills of a group of 50 alternative high school students by strengthening these students' appreciation of and interest in mathematics, by increasing students' schedule of attendance in scheduled mathematics classes, and by improving students' performance on the school's standardized basic skills test in mathematics. For a period of three months, computers, manipulatives, cooperative groups, and Socratic questioning in the mathematics classroom were used to address a variety of learning preferences. No measurable differences could be noted from the pre- and post-test interest survey responses. However, improved student performance and documented increases in class attendance suggest that the design of mathematics instruction to accommodate differences in students' learning preferences is an effective strategy for addressing the unique needs of the at-risk alternative high school student. The report includes 28 references and the student and teacher questionnaires. (JJK)

Descriptors: Achievement Gains; Compensatory Education; *Computer Assisted Instruction; *Cooperative Learning; Dropout Characteristics; Dropout Prevention; Educationally Disadvantaged; *High Risk Students; High Schools; Learning Activities; Learning Strategies; Manipulative Materials; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Potential Dropouts; Practicums; Problem Solving *Secondary School Mathematics; Special Needs Students

ED332775 JC910303
A Model for Strategic Planning for a Community College Threatened by the Changes in the Military Environment.
Ostertag, Vesna
Aug 1990
15p.; Ph.D. requirement, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

As a Department of Defense contractor providing associate degree programs to U.S. service members in Europe, Central Texas College Europe Campus (CTCEC) is currently facing the challenge of becoming a more adaptive institution. The college must contend with an imminent enrollment decline produced by the reduction of U.S. military personnel stationed in Europe by 80,000, as well as by a recent Army policy which limits military tuition funds to only those students taking courses directly related to their military occupation. In order to respond to these changes in its external environment, and ensure the continuity and effectiveness of CTCEC, the campus dean has initiated a strategic planning process, based on

(cont. next page)

Richard L. Alfred's strategic decision process model. The model, designed to facilitate an extensive scanning and analysis of the college's environment, includes the following five stages: (1) "Input," i.e., gathering key institutional and environmental data; (2) "Decision Areas," i.e., defining the mission of the institution and of the strategic plan; (3) "Strategic Planning," i.e., analyzing all information provided in the Input stage; (4) "Implementation," i.e., putting the strategic plan into effect according to a predetermined schedule; and (5) "Evaluation," i.e., designing a system to assess the effectiveness of the implemented plan. Specific areas to be examined when applying the model to CTCEC include the possibility of expanding into foreign and civilian markets; increasing the volume of services provided; increasing tuition; revising CTCEC's military occupational service guide; designing new degree and certificate programs; and creating a transition program for those service members who will be leaving the military. (JMC)

Descriptors: Associate Degrees; *Change Strategies; *College Environment; *College Planning; College Role; Community Colleges; *Educational Change; Government School Relationship *Military Organizations; Military Personnel; Military Training ; Models; Relevance (Education); *Retrenchment; Social Change Two Year Colleges

Identifiers: *Strategic Planning

ED332570 HE024511

The Creation of a Strategic Planning Model for the Student Development Department at Winnipeg Bible College: Governance and Management.

Friesen, Arnold
Feb 1991
46p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: Canada; Manitoba
Journal Announcement: RIEOCT91
Target Audience: Administrators; Practitioners

The study sought to design a strategic planning model to be utilized in the Student Development Department at Winnipeg Bible College in Otterbourne, Manitoba. The objective of the project was to assimilate all processes of departmental planning into one comprehensive, systematic construct. Procedures involved: the collection and categorization of sample planning models from seven universities, colleges and organizations; a literature review to identify relevant studies which confirmed the necessity of institutional planning, and suggested formats for planning procedures and helpful models and resources related to the formation of a planning model. The result of the study was the development of a planning model for the Student Development Department. The model was validated and approved for implementation. It was concluded that the newly developed strategic planning model was appropriate and fundamental to the successful organization of the department and that it could be instrumental in generating greater efficiency and accountability in organizing and implementing departmental duties. It was recommended that the planning model be implemented as part of the departmental planning procedures for the 1991-92 fiscal year, and that an overall institutional planning cycle and schedule be implemented at the Winnipeg Bible College. Appended is the strategic planning process model with explanations. Four references. (LPT/AUTH)

Descriptors: College Administration; Foreign Countries; *Governance; Higher Education; Institutional Administration; Models; Planning; Policy Formation; *Student Development

Identifiers: *Strategic Planning; *Winnipeg Bible College MB

ED332514 FL019147

Teaching Science to Students with Limited English Proficiency Using Cooperative Learning Techniques.

LeDuc, Ellen H.
Jun 1990
82p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: THESIS (042)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

Minimal class participation by students with limited English proficiency (LEP), and LEP student failure to pass regular classroom tests were addressed through cooperative learning in a second grade science class. Classroom techniques used included strategies for using the scientific method of investigation, hands-on activities, experiments, music, creative movement done to poetry, and a science fair exhibit. Each LEP student was grouped with at least two bilingual students who spoke both Spanish, the target language group, and English. Provisions were made with bilingual teachers for assessment of those unable to be tested in English. Results indicate that a comprehensive program using bilingual, cooperative learning and active involvement of all students in a wide range of instructional activities will better meet the needs of students with limited English proficiency. (Author/MSE)

Descriptors: Bilingual Students; Bilingual Teachers; Classroom Techniques; *Cooperative Learning; Grade 2; *Grouping (Instructional Purposes); Instructional Effectiveness; *Limited English Speaking; Music Activities; Poetry; Primary Education; Science Experiments; Science Fairs *Science Instruction; *Spanish Speaking; Student Participation ; Testing

ED332457 EC300320

Broadening School Psychological Services through Program Evaluation and Modification That Emphasized Curriculum Based Assessment.

Foster, Kathleen

(cont. next page)

14 Dec 1990
78p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91
Target Audience: Practitioners

The practicum examined a means of conducting psychoeducational evaluations of children suspected of educational handicaps while expanding the delivery services of school psychology to include consultation, program planning, research, evaluation, supervision, and interventions. Practicum activities included: (1) psychoeducational evaluations focusing on answering referral questions and linking assessments to interventions; (2) demonstration of the usefulness of curriculum-based assessment (CBA) through innovative practice and inservice presentation; (3) a consultation project involving collaborative efforts between teachers of educable mentally impaired students and the school psychologist; and (4) a formative evaluation of current multidisciplinary evaluation team reporting. Reports and logs indicated that assessments had been appropriately modified and that a sufficient number had been done. Structured interviews supported the value of consultation, and the school psychologists gained in understanding of CBA. Positive responses to the intervention project and planned continuance of the model suggested success. The formative evaluation was accepted and used in program development. It was concluded that school psychological service delivery can be expanded while sustaining assessments. Appended are a workload analysis, a CBA checklist, the evaluation team questionnaire, and a summary of the formative evaluation. Includes 71 references. (DB)

Descriptors: Consultation Programs; Delivery Systems; *Disabilities; Intervention; *Learning Problems; Professional Personnel; Psychoeducational Methods; *Psychological Evaluation; *Psychological Services; Role Perception; *School Psychologists; Staff Role; Student Evaluation; Teamwork
Identifiers: *Curriculum Based Assessment

ED332427 EC300289

Teaching Elementary School Teachers Cognitive-Behavioral Techniques To Address ADDH Behaviors in the Classroom Setting.

Vogelmann-Peper, Marcella
1989
76p.; For a related document, see EC 300 288. Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91
Target Audience: Practitioners

This practicum was designed to address attention deficit and hyperactive behaviors (ADDH) in the elementary classroom setting. The primary goal was to provide teachers with an effective intervention technique which requires little time and addresses the ADDH syndrome. A second aim was to increase teachers' understanding of the ADDH syndrome and its etiology, and to familiarize regular classroom teachers with current treatment methods for overactive and impulsive behaviors. The Conners' Behavior Rating Scale (Abbreviated Form) was used to identify third-to-fifth grade ADDH students referred by classroom teachers as being overactive and inattentive. Teachers of eight identified students were trained to reinforce and monitor their ADDH children's self-rating and self-instruction. The eight students received training in self-rating and self-instruction when working independently. Weekly meetings were held with the students to raise self-esteem, responsibility, and self-awareness, and to review and reinforce targeted behaviors, work completion, and accuracy in completed work. Results indicated that the students did, in general, decrease their off-task, out of seat, and impulsive behaviors. Work completion increased and accuracy in completed work improved only slightly. Teachers' understanding of ADDH issues increased and teachers reported positive behavior changes among their students. Appendices contain background information on behavior problems, a teacher questionnaire, and rating sheets. (22 references) (Author/JDD)

Descriptors: *Attention Deficit Disorders; Behavior Modification; Classroom Techniques; Cognitive Processes; Elementary Education; *Hyperactivity; *Inservice Teacher Education; Intervention; Self Evaluation (Individuals); Student Behavior
Identifiers: Self Monitoring

ED332426 EC300288

Establishing Behavioral and Assessment Criteria through the Use of a Behavioral Level System for Dealing with Self Contained EH Elementary School Children.

Vogelmann-Peper, Marcella
1990
66p.; For a related document, see EC 300 289. Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91
Target Audience: Practitioners

This practicum was designed to establish behavioral and assessment criteria for dealing with seriously emotionally disturbed elementary students enrolled in self-contained emotionally handicapped (EH) units. A primary goal was to provide out-of-field EH teachers with an objective tool for continuously assessing students' individual behavioral and affective needs and progress to ensure dynamic and

(cont. next page)

individualized programming for all EH children. The second aim was to establish a behavioral program whereby students moved from external to internal means of controlling inappropriate and dysfunctional behavior. Inservice training sessions on behavioral techniques were provided for teachers and aides, and monthly parent-training sessions were conducted to assist parents in managing their child at home. A three-level system was implemented whereby students could move from most restrictive to least restrictive levels, leading to a return to the mainstream. Positive results were achieved. Teachers logged students' daily behavioral charts and conducted periodic evaluations of the data gathered. The EH students reduced their maladaptive behaviors in class, and more than 50% of the students moved from more restrictive to less restrictive levels. Time-out was substantially reduced and most children attended at least one mainstream class by the end of the 8-month program implementation period. Appendices contain a parent questionnaire concerning discipline, a parent survey form, and a rating sheet for student behavior. (25 references) (Author/JDD)

Descriptors: *Behavior Modification; Behavior Problems; *Classroom Techniques; Elementary Education; *Emotional Disturbances; Evaluation Criteria; Inservice Teacher Education ; Intervention; Locus of Control; Mainstreaming; Parent Education; *Personal Autonomy; Special Classes; Student Behavior; *Student Evaluation; Student Needs

ED332403 EC300265

A Metacognitive Approach to Written Language Instruction for Primary Learning Disabled Students.

Kuhns, Madeline Fisher
Jun 1989
103p.; M.Sc. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

A metacognitive approach to written language instruction was implemented to ameliorate the severe deficits in written language exhibited by five learning-disabled third and fourth graders. The 10-week program contained two basic elements: sustained writing practice, and strategy training for revision of written projects. The sustained writing practice involved engaging in a daily written dialogue with another student partner. The strategy for monitoring their written product involved having students evaluate whether their story made sense, was interesting, used proper punctuation, used proper spelling, and used proper capitalization. The results indicated that students benefited from the program by exhibiting improved cognitive ability, improved attitudes toward writing, and improved metacognitive awareness. Appendices include student and teacher interviews, a letter of introduction to parents, a strategy worksheet, a story planning worksheet, punctuation practice, a grading system, and writing topics. (JDD)

Descriptors: *Dialog Journals; Elementary Education; *Learning Disabilities; Learning Strategies; Metacognition; *Revision (Written Composition); Self Evaluation (Individuals) ; Student Attitudes; Teaching Methods; Writing (Composition); *Writing Instruction

ED332399 EC300041

Computer-Assisted Instruction in Treble Clef Note Reading for Gifted, Primary Students.

Craig, Patricia D.
Jan 1988
60p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91
Target Audience: Teachers; Practitioners

A program was developed using computer-assisted instruction to enable gifted primary-level students to learn the basic elements of note reading in the treble clef at individual speeds and without stress of competition. The target group was selected from students enrolled in beginning and advanced ukulele classes. The computer-assisted instruction included identification of the music staff, note reading on the treble clef, identification of ledger lines, identification of the music alphabet, word spelling using the music alphabet, and practice in decoding a message using the musical alphabet in combination with the English alphabet. Students applied note-reading skills by preparing and performing a recital piece. All seven of the participants scored at least 80% on a post-test, and all seven of the students were successful in preparing and presenting a recital piece. Appendices contain a list of characteristics of gifted students, a ukulele contract, pre/post-test, form for student evaluation of the program, project outline, documentation for the computer software used, and excerpts from student journals. (Eight references.) (JDD)

Descriptors: *Academically Gifted; *Computer Assisted Instruction; Computer Software; Independent Study; Individualized Instruction; Microcomputers; Music Education; *Music Reading; Primary Education; Program Development; Teaching Methods

ED332234 CS507272

Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.

Remaly, Beth K.
Jun 1990
85p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

A practicum study, recognizing the expressive language delays of inner-city kindergarten children, implemented two strategies to increase their expressive language ability and their mean length of utterance. The target population, 14 kindergarten students who demonstrated vocabulary development delays on the Brigance Kindergarten Screening Test, participated in oral language classroom sessions and at-home activities that emphasized specific vocabulary for mastery, as well as presented opportunities for elaborated language. Results indicated increased vocabulary, mean length of utterance, levels of participation, and appropriate speaking behaviors. Parent participation was exemplary. Data indicated that emphasis on providing students opportunities for expressive language development will in fact increase their oral language ability. (Fifteen references are attached. Appendixes include data collection instruments, descriptions of oral language activities, and data analysis tables.) (Author/SR)

Descriptors: *Expressive Language; High Risk Students; Kindergarten; *Kindergarten Children; Language Acquisition; Learning Activities; *Oral Language; *Parent Participation; Parent Student Relationship; Primary Education; *Verbal Ability; Verbal Development; Vocabulary Development

---

ED332164 CS010585

Improving Reading Skills of Fourth Grade Students through a Literature Based Reading Program.

Oppelt, Shirley
May 1991
58p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

A practicum developed and implemented an integrated reading program to raise reading vocabulary and comprehension scores and reading attitudes in a fourth-grade classroom. A classroom of 23 students was used to implement the program. A standard diagnostic test was used to record pre- and post-test scores in vocabulary and comprehension, and a reading attitude survey test was used to analyze students' attitudes about recreational and instructional reading. The program consisted of a reading and writing workshop daily with emphasis on learning skills through experiences with whole text. Built-in time for reading aloud, reading silently, self-selection of reading materials and stressed process writing was provided. Results indicated a 14% increase in vocabulary and a 20% increase in comprehension skills. The most noticeable improvement was in the students' attitudes toward reading. Findings suggest that this program can provide a vehicle to facilitate and increase learning achievement. (Fifteen references, vocabulary test results, comprehension test results, reading lab scores, reading attitude survey, and literacy competency test are attached.) (Author/RS)

Descriptors: Grade 4; Instructional Effectiveness; Intermediate Grades; Program Descriptions; *Reading Attitudes *Reading Instruction; *Reading Programs; *Reading Skills; Vocabulary Skills; Whole Language Approach; Writing Processes

Identifiers: *Literature Based Reading Programs

ED332120 CG023378

A Study To Determine the Drinking Patterns and Related Behaviors of SEEK Program Students. Societal Factors.

Woods, Nathaniel
Jul 1985
81p.; Doctoral practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT91

This study was aimed at determining the need for development of an alcohol education program for Search for Education, Elevation, and Knowledge (SEEK) students at New York City Technical College. College students (N=105) were surveyed to assess preferences for beer, wine or liquor; frequency of consumption; reasons for drinking; and the consequences of alcohol abuse. Also included was the initial use. Eighty percent of the SEEK students were found to use alcohol in varying amounts on social occasions. Beer was the preferred drink for males and wine and liquor were the preferred drinks for females. Beer was also the preferred alcoholic beverage for more than half the users in this sample. As related to alcohol abuse, 38% of the respondents reported sickness as a consequence, 10% missed classes, and 7% reported having conflict with friends of the opposite sex. The majority (76%) of the respondents gave sociability as the main reason for drinking alcohol. The next highest reasons given were enjoyment of taste and to combat shyness. Most of the respondents reported they started using alcohol before entering college. Overall, the data indicated significant differences between males and females in the choices of alcoholic beverages, frequency of use, and quantities consumed. It was concluded that some form of programming in the responsible use of alcohol is currently needed for students in SEEK while attending the college. (Author/LLL)

Descriptors: *Alcohol Education; *Behavior Patterns; *College Students; *Drinking; Program Development; Sex Differences; Student Attitudes; Two Year Colleges

---

ED332093 CG023350

Improving the Listening Skills of Fourth Grade Students through a Multifaceted Guidance Approach and Active Listening.

Barmor, Carol
1991

(cont. next page)

98p.; Ed.D. practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEOCT91

Fourth-grade students in one elementary school were administered a listening inventory, the Listening Composite section of the Test of Language Development-Intermediate, and a questionnaire "Are You a Good Listener" to assess their listening skills. The results showed that students lacked listening skills and did not have adequate knowledge and methods of effective listening. This lack of listening skills appeared to result in reduced understanding of lesson content and reduced learning. A practicum was designed to assist students in acquiring adequate listening skills. A listening acquisition program was developed and a guidance approach to listening training was applied. The program, which was provided to 28 fifth-graders, focused on a combination of interactive communication techniques. Listening activities including reading, writing, speaking, listening, play, drama, art, and role play. The program's objectives were to have students understand a sequence of instructions to be followed, learn listening standards, learn to listen with purpose, increase their attention span, and learn to respect the listening rights of others. Although some of the students did not meet all objectives, the results indicated that all of the students benefitted from the program in some way. Students acquired effective listening skills and improved both their academic performance and their social skills. The questionnaire and assessment sheets are appended. (NB)

Descriptors: Elementary School Students; Grade 4; *Grade 5; Intermediate Grades; *Listening Skills; Program Effectiveness *School Guidance; *Student Improvement
Identifiers: *Active Listening

ED332037 CE058052
Improving Parenting Skills of Incarcerated Males in a Community Correctional Center.
Reinhard, Michelle L. Rinehart
1991
68p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT91

A practicum was designed to ease the transition of the male inmate back to his family and his role as father. It was a response to the failure of the corrections system to assist inmates placed in the Community Correctional Center in a county of a southern state in participating in beneficial activities and reestablishing positive ties with family and friends before their releases. Findings from a literature review, interviews with inmates, and a needs assessment indicated that inmates wished to strengthen and/or develop skills that would assist them in becoming more effective parents. Four seminars consisting of four workshops each were offered. Each workshop focused on one topic. Topics were determined by a nonstandardized preevaluation on which inmates indicated areas of need in their parenting skills knowledge. Of 32 inmates who enrolled in the four seminars, 31 completed them. Topics covered in the various seminars included family relationships; stress management; communication skills; children and school; learning problems; and health, safety, and first aid. A parenting library was established for inmate use. Ninety selections were made available to inmates. Inmates' comments on the post-evaluations were very positive. (Appendixes include 19 references, instruments, survey results, and lists of selections in the library.) (YLB)

Descriptors: Adult Education; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Family Relationship; Institutionalized Persons; *Library Collection Development; Library Collections; *Males; Parent Child Relationship; *Parenting Skills; Program Effectiveness; *Program Implementation; Seminars; Workshops

ED331633 PS019566
Increasing Pre-school Staff Awareness of Their Legal Responsibilities through Training and a Series of Workshops.
Glantz, Felicia
1991
58p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

Due to their lack of knowledge concerning legal aspects of education, the staff of a preschool was uncertain about the legality of accepted practices in early childhood education and, consequently, exhibited low morale. To remedy the situation, the director of a preschool and kindergarten implemented and evaluated a 10-week practicum intervention designed to acquaint staff members with legal issues concerning their jobs. A legal expert was consulted and changes in school policies were recommended. A series of workshops addressed these areas of concern: (1) child abuse; (2) negligence; (3) safety and first aid; and (4) children's school records. Each workshop focused on legal questions and ways the staff could function professionally while protecting themselves from legal action. Evaluation data suggested that the intervention was effective. Interaction in workshops led to increased closeness and higher morale among participants. Practices that might be considered legally questionable or lead to legal accusations were modified by most participants. Although some staff members became overly cautious after learning about possible legal problems, most felt more confident than before instruction. Appendices provide related

(cont. next page)

materials, including tabulated questionnaires, interview questions, proposed additions to school policy, and workshop handouts. (Author/RH)

Descriptors: Child Abuse; Child Neglect; *Educational Practices; First Aid; Inservice Teacher Education; Legal Problems; *Legal Responsibility; Preschool Education; *Preschool Teachers; Safety; Student Records; *Teacher Improvement; Workshops

ED331631 PS019539

Using Peer Tutoring as a Form of Individualized Instruction for the At Risk Students in a Regular Classroom.

Bowers, Deloris
Feb 1991
49p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

This practicum report describes a primary school teacher's use of peer tutoring as a form of individualized instruction for at-risk students in a regular classroom. Targeted students were four 2nd graders and four 3rd graders who did not produce the quantity of work required but scored too high on psychological tests for placement in special programs. These students also scored below the 35th percentile in reading on the California Test of Basic Skills. Peer tutors were selected, trained, and supplied with a variety of tutoring materials. Students were pretested with a measure from the Basal Reading Magazine. Learning activites, such as working in matched pairs on daily assignments and applying critical thinking skills to reading activities, were implemented. Students studied reading with peer tutors 30 minutes each day for 12 weeks. When the students were posttested with the pretest measure, they scored between 95 and 100 percent on the posttest. Appendices provide related material, such as a student attitude survey and three brief tests of basic reading skills. Twenty-eight references are listed. (RH)

Descriptors: *Elementary School Students; Grade 2; Grade 3; *High Risk Students; Individual Instruction; *Low Achievement *Peer Teaching; Primary Education; Reading Instruction; Self Esteem; *Student Improvement; *Tutoring

ED331549 JC910222

A Comparison of Teaching Learning Styles by Nursing Instructors and Nursing Students at Northern Maine Technical College.

McKinnon, Norma M.
Mar 1991
78p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160); RESEARCH REPORT (143)
Geographic Source: U.S.; Maine
Journal Announcement: RIESEP91

At Northern Maine Technical College (NMTC), the mean age of students increased from 19.7 years in 1978 to 28.6 in 1991. In an effort to evaluate NMTC's nursing programs as perceived by traditional students (under 22 years of age) and nontraditional students (22 years of age or older), questionnaires were administered to 59 practical nursing students and 18 associate degree nursing students. An additional survey was developed and administered to 3 associate degree faculty and 10 faculty in the practical nursing program. The study sought to evaluate differences in teaching techniques by type of program, in teaching style by years of teaching experience, and in students' opinion of instruction by student age and cognitive style. While faculty in the associate degree program did not complete surveys, information on their years of teaching experience and instructional methods were obtained from data files and course syllabi. Study findings included the following: (1) no differences were found in the traditional teaching methods employed by practical and associate degree nursing faculty; (2) years of teaching experience did not correlate with teaching methods; (3) the preferred learning methods of traditional students did not differ from those of nontraditional students; (4) students' cognitive style (the means of processing information) did not correlate with preferred learning styles; and (5) the learning modality preferences of the two student groups were more similar than different. A literature review, data tables, the test instruments, and a 48-item bibliography are included. (PAA)

Descriptors: Adult Students; *Age Differences; Cognitive Style; Comparative Analysis; *Learning Modalities; Learning Theories; *Nontraditional Students; *Nursing Education; Practical Nursing; Questionnaires; Teaching Experience; Teaching Methods; *Teaching Styles; Technical Institutes; Two Year Colleges; *Two Year College Students

Identifiers: *Northern Maine Technical College

ED331491 IR015006

A Hypertext Computer-Assisted Instruction (CAI) Program: Teaching the Disk Operating System (DOS) to Community College Students.

Blanchard, David D.
Apr 1990
139p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

Students entering beginning computer courses have a wide range of experiences with and prior learning in the use of computers. Additionally, adult learners who have returned to

(cont. next page)

school at the community college level may be apprehensive and anxious about computer use. A hypertext computer-assisted instruction (CAI) program was developed in order to teach the disk operating system (DOS) to beginning classes with different backgrounds. The CAI program was demonstrated in class, and the students used the program in a computer lab. The results showed that more students passed a DOS proficiency test after eight weeks using the CAI method than students using the traditional method. Student attitudes also improved. It may be concluded, based on these results, that the hypertext CAI software program should be considered for beginning classes. Appendices include the hypertext CAI documentation and the program handout. (26 references) (DB)

Descriptors: Adult Learning; Community Colleges; *Computer Assisted Instruction; Computer Science Education; Computer Software Development; *Hypermedia; Intermode Differences; Prior Learning; *Programed Instruction; Questionnaires; Student Attitudes; Two Year Colleges

Identifiers: *Disk Operating Systems

ED331471 IR014952

Computer Course Articulation among High Schools and Colleges and Universities in the State of Arizona.

Babcock, Gifford M.
Jun 1990
46p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIESEP91

The purpose of this study was to determine the extent of communication between Arizona's secondary schools and postsecondary institutions concerning computer education and computer literacy. A document analysis of college catalogs and a survey of 70 school districts determined the extent of advanced placement courses, computer education services, availability of hardware and software, and computer literacy course offerings (core or elective) available between and among Arizona secondary and postsecondary institutions. It is noted that communication between colleges and high schools could result in the development of new computer education curricula, including classes in programming languages, word processing, data processing, and other literacy courses, that would better prepare high school students for college as well as remove some of the pressure on colleges currently faced with overenrollment in introductory computer courses. Individual chapters report on the purpose of the study, research strategy, method, results, and recommendations. The cover letter, questionnaire, and a list of college course offerings are appended. (26 references) (DB)

Descriptors: College Bound Students; *College School Cooperation; *Computer Literacy; Computer Science Education; *Curriculum Development; Higher Education; High Schools; Microcomputers; Programing Languages; School Districts; State Surveys

ED331333 HE023778

Development, Implementation, and Evaluation of an Academic Advising Model for Use in the Small, Private College.

Kroll, Ronald C.
Jun 1990
226p.; Ed.D. Requirements, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); DISSERTATION (040)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP91
Target Audience: Practitioners

The purpose of this project was to identify academic advising strategies that would be appropriate for the small, private college setting; to develop an academic advising system; and to implement the system through a trial model at Practical Bible Training School in Binghamton, New York. The model consisted of preservice and inservice training for advisers, intrusive advising for high-risk students, dissemination of profile data on new students to advisers, streamlined registration and group advising, and development of advising support materials. The model was evaluated through the use of two 25-item pretest-posttest questionnaires. Both students and advisers preferred procedures and materials used in the advising trial model over the former advising system by a significant margin. Adviser satisfaction improved in the following areas, among others: timely notification of advising assignments, information about abilities of advisees, and satisfaction with the level of institutional support and recognition for advisers. Student satisfaction improved in the areas of adviser knowledge of program requirements, help in selecting appropriate courses, and adviser clarification of college policies and procedures. Appendices contain advising support materials, adviser training handouts, evaluation instruments, and supporting statistical data. Includes 92 references. (Author/JDD)

Descriptors: *Academic Advising; *Counseling Techniques; *Faculty Advisers; Faculty Development; Higher Education; *Models; Participant Satisfaction; Private Colleges; *Program Development; Program Evaluation; Program Implementation

Identifiers: Practical Bible Training School NY

ED331328 FL800345

Project CLASS: A Computer Literacy for All Support System for Teachers, Lab Aides and Potentially English Proficient Adults.

LaFlamme, Kathleen
Nov 1990
109p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.

(cont. next page)

Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

The development and implementation of a computer literacy support system to increase student computer use for language learning are described. The system was piloted with teachers and a computer laboratory aide in an urban program of adult basic education and English as a Second Language. The project had three phases, including: review of existing software and development of materials, with terminal competency objectives; on-site staff development workshops; and a five-week period during which students were introduced to basic computer skills by teachers, and students' use of computers before and after the teacher/aide training was tracked in activity logs. Teachers and aide were pre- and post-tested for computer skills, and computer lab activity logs were analyzed. Staff knowledge was found to have increased substantially, meeting stated objectives. However, staff who had not been computer literate previously did not gain the desired confidence in their computer usage ability. Student use of computers increased dramatically during and after the staff training period, to five times the baseline (pre-training) usage. Recommendations include repetition of the workshops for new staff, extension of the support system to serve evening classes, and adaptation of the workshop outlines for other training situations. System materials and pilot data are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Adult Basic Education; *Computer Assisted Instruction; Computer Centers; *Computer Literacy; English (Second Language); *Language Teachers; Limited English Speaking; *Literacy Education; Second Language Instruction; *Teacher Aides

ED331245 EC300227

Increasing the Timeliness and Accuracy of Data Entry for Exceptional Education Students Ages 3 to 21 through the Use of Hands-On Computer Inservice Training.

Kofsky, Gale E.
26 Nov 1990
73p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

The practicum utilized four inservice training sessions to teach data entry clerks, staffing specialists, special educators, and gifted teachers to enter student data into the school system's data base management system on a more timely basis and with greater accuracy. The practicum also developed data input forms which could be used regardless of employee position, level of understanding of special education terminology, or experience with computers. Inservice training on re-evaluation procedures and data entry for teachers of the gifted was another practicum component. The practicum demonstrated that online data entry can be improved by involving administrators, setting program compliance levels, using data entry forms, and providing hands-on inservice. Such inservice training should be designed to remove the fear of using computers, and be paced according to the experience level of the participants. Appended are the data input record sheet and the survey form used to assess data entry procedures and understanding of terminology. Includes 12 references. (DB)

Descriptors: *Computer Oriented Programs; Database Management Systems; Data Processing; *Disabilities; *Gifted; Inservice Education; Inservice Teacher Education; Keyboarding (Data Entry); *Recordkeeping; Records (Forms); Student Records

ED331227 EC300208

An Awareness Program To Increase the Community Support Network for Head-Injured Children in Grades K-12 and Their Families.

Payne, Sidney L.
Nov 1990
131p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91
Target Audience: Practitioners

The practicum developed a four-part program to promote a community support network to meet the needs of head injured children and their families. A primary goal was to increase the membership in the head injury support group and provide a network of community support for this population. A second aim was to increase the awareness of head injuries in the community at large. Initial interviews with 14 parents of head injured children revealed that the support group focused on the needs of the adults but parents felt that attending meetings only deepened their feelings of frustration and helplessness. The intervention program consisted of: (1) a multi-media awareness and prevention program; (2) an awareness and prevention program for grades 4, 5, and 6 and local service organizations; (3) an awareness and prevention program to educate state and local legislators; and (4) a program to update physicians on the activities, goals, and objectives of the support group. Results were generally positive with increased support group attendance, increased numbers of phone calls to the support group, and increased knowledge about head injuries in the target groups. Extensive appendixes include the parent interview information, program evaluation data, attendance and phone call documentation, press releases, and the head injury prevention and awareness program presentations for school children and service organizations. Includes 23 references. (DB)

(cont. next page)

Descriptors: Community Programs; Elementary Education; *Head Injuries; Knowledge Level; Needs Assessment; *Neurological Impairments; Parent Attitudes; Prevention; *Social Support Groups

---

ED331203 EC300184

Utilizing Individual Inservice Training Packets for Staff Development with Community-Based Instruction for Severely and Profoundly Handicapped Students (K-12).

Kissire, Pat
12 Sep 1990
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91
Target Audience: Practitioners

This practicum was designed to: improve the skills of personnel working with students with severe and/or profound handicaps in junior high school; to improve staff development; and to increase the consistency of services offered in a community-based instruction program for K-12. A needs assessment survey of 10 staff members determined the level of understanding of techniques used in the community-based instruction program, and five techniques were selected for training. The five techniques were: discrepancy analysis; ecological inventory; in-house functional activities; partial participation; and systematic teaching. In-service training packets were designed to cover each technique. Each packet contained at least a pre/post-test, an article to present the technique's rationale, material to perform task analysis of each technique, and a list of things to remember. Two packets included a videotape recording. It was concluded that techniques needed for staff development could be identified by a needs survey, and the techniques identified could be self-taught through the use of well-designed individual packets. The packets were used effectively with different levels of staff, including paraprofessionals, teachers, and coordinators. The needs assessment instrument is included in an appendix. (26 references) (JDD)

Descriptors: Administrators; Elementary Secondary Education *Independent Study; Individual Instruction; *Inservice Teacher Education; Junior High Schools; Knowledge Level; *Learning Modules; *Needs Assessment; Paraprofessional School Personnel Postsecondary Education; *Severe Disabilities; *Teaching Methods; Training

---

ED331035 CS010554

Expanding Third Graders' Vocabulary Using a Data Base, Individual Thesauri and Brainstorming Strategies.

Gaffuri, Ann
1991
60p.; Ed.D. Practicum, Nova Universit
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

A practicum was developed to expand written vocabulary for third graders through training in using a data base and brainstorming strategies. Individual thesauri were written and published to demonstrate the results of collecting vocabulary and applying it to specific topics. Daily process writing became an integral part of the curriculum. Class time became an on-going procedure consisting of reading, writing, editing, author's chair, and rewriting. Brainstorming and computer word bank collecting were developed and linked to all aspects of written expression. Mini lessons in publishing and the use of a thesaurus were demonstrated and published versions of individual thesauri were written and illustrated by all 27 members of the class. Results indicated that all five objectives were reached successfully with results surpassing predictions in some areas. Many unexpected gains with potential long term effects were noted and data from anecdotal journals indicated possibilities for school/district attention. Collected data indicated the following: (1) brainstorming techniques help children organize for writing and are easily taught; (2) children can use a data base for orderly collection of vocabulary; (3) children can write and publish their growing vocabulary studies in an interesting manner; (4) using process writing with the three previously mentioned techniques encouraged all students to expand confidence in their ability to write; and (5) writing became fun when it was supported in an orderly manner where children succeeded. (Five tables of data are included and 52 references are attached. Appendixes include a "bubble web for brainstorming" and a diagram of the thesaurus format.) (Author/MG)

Descriptors: Classroom Techniques; Computer Uses in Education; Databases; Grade 3; *Instructional Effectiveness; Instructional Improvement; *Language Acquisition; Primary Education; Process Education; Reading Writing Relationship; Teaching Methods; Thesauri; Vocabulary; *Vocabulary Development; *Vocabulary Skills; Writing Instruction; Writing Skills

Identifiers: *Process Approach (Writing)

ED331034 CS010553

Improving Emergent Literacy and Teacher Instruction Using an Interactive Kindergarten Classroom.

VanLue, Elaine
1991
151p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida

(cont. next page)

Journal Announcement: RIESEP91

A 12-week study concentrated on the improvement and development of literacy skills in the young child, aiming to encourage emergent reading ability, written language development, and oral expression. A process-centered classroom program was designed for 25 kindergarten students to become competent users of language. Students were exposed to a wide variety of reading materials with opportunities to compose various types of written communications. The activities used were sensitive to individual needs in language acquisition. Strategies used were shared reading, large and small group re-reading, dramatization, letter identification, class- and individually-created books, use of environmental print, individual journal writing, writing cooperatively or by dictation, sustained silent reading, and peer tutoring. Outcomes of the study were measured by comparison of language skills observed and recorded on a checklist, anecdotal notes, informal inventories, and individual conferences and teacher evaluation. Results indicated that students improved in literacy skills, were enthusiastic, self-confident, and eager to read books or any printed materials available. (Two tables of data and 2 figures are included and 117 references are attached. Appendixes include: interview questions, informal inventory bar graphs, tables showing frequency distributions and scores, language skills observation checklist, informal evaluation summary sheet, parent letter, sample weekly lesson plan, student dictated writing samples, model for teaching kindergarten language, hierarchy of teacher strategies, and student writing samples.) (Author/MG)

Descriptors: Beginning Reading; Classroom Environment; Classroom Techniques; *Instructional Effectiveness; *Instructional Improvement; Instructional Innovation; Kindergarten; Kindergarten Children; *Language Acquisition; Primary Education; Process Education; *Reading Instruction; Reading Readiness; Reading Writing Relationship; Teacher Improvement; Teaching Methods

Identifiers: *Emergent Literacy; Literacy Events

ED331033 CS010552

Creating the Habit of Recreational Reading in Third Grade Students through the Development of a Literate Environment, Parent Involvement, and Attitude Adjustment.

Zamparelli, Debra
1990
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

A practicum was developed to increase the frequency of recreational reading and improve students' attitudes towards reading. Subjects were 22 third grade students. Literacy activities incorporated included: daily recreational reading periods either with a buddy or alone, reading to children daily, incorporating children's books into content area lessons, a gossip time to discuss books read, and replacement of regular reading instruction with the use of trade books one day per week. A seminar for parents was held to share the importance of recreational reading, the parents' role in the development of this habit in children, and strategies to encourage reading. A reading incentive program involving both parents and children was established. Data concerning the children's recreational reading habits was collected regularly throughout the program. Observations of children's use of free time were made and a survey of children's reading attitudes was conducted at the end of the implementation period. Results indicated that all objectives were reached successfully and surpassed in some areas. Children demonstrated a high frequency of recreational reading, significantly more positive attitudes toward reading, and increased selection of reading as a free-time activity in the classroom. (Eleven tables of data are included and 30 references are attached. Appendixes include questions asked orally of students, Reading Challenge Parent Flyer, Reading Challenge Record Card, books available for literature time and buddy reading, and books used in Social Studies and Science units.) (Author/MG)

Descriptors: Childrens Literature; Classroom Environment; Grade 3; *Parent Participation; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Instruction; *Recreational Reading; Student Motivation

Identifiers: Literacy Events

ED331013 CS010531

Increasing Reading Comprehension and Vocabulary Retention Skills by Using the Whole-Language Approach.

Stasko, Mary I.
Feb 1991
69p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

A practicum addressed the high percentage of students who were experiencing difficulty with reading comprehension and vocabulary retention in a fifth-grade Drop Out Prevention class by implementing a supplemental whole-language program. Subjects were 19 fifth-grade students. An informal reading inventory, an attitude survey, and academic grades were used as pretest measurements. The students were instructed in reading through the use of a 13-week whole language program. In addition to any supplemental reading done by the students, each week the students were required to read five short stories or one book. The weekly whole-language activities were centered around the reading done by students. Students worked on whole-language activities for at least one hour per day. Results indicated that there was an increase in reading comprehension, vocabulary retention and attitudes towards reading and academic grades. It was concluded that the use of

(cont. next page)

whole-language instruction was effective in increasing reading comprehension and vocabulary retention skills. (Twenty references are attached. Appendixes include pretest, posttests, student data and an implementation timeline.) (Author/MG)

Descriptors: Class Activities; Dropout Prevention; Dropout Programs; Grade 5; Intermediate Grades; Intervention; *Reading Comprehension; *Reading Instruction; Reading Skills; *Vocabulary Development; Vocabulary Skills; *Whole Language Approach

---

ED330974 CG023317

Teachers Achieving Success with Kids (TASK): A Teacher-Student Mentorship Program for At-Risk Students.

Abcug, Lois
Apr 1991
51p.; M.S. practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: THESIS (042); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP91

The Teachers Achieving Success with Kids (TASK) mentorship program was designed to improve the attendance, discipline, academic achievement and attitudes of at-risk students attending an urban middle school. In order to develop positive relationships, 25 teacher-student pairs met each day away from the classroom setting and engaged in one hour weekly sessions. Weekly progress reports were completed by teachers which evaluated the student's attendance, discipline and academic progress. Teachers and TASK coordinators met bi-weekly. An attitudinal survey was completed by the target group before and after the program. Results indicated that there had been a significant improvement in attendance, discipline and academic achievement among the targeted population, as well as a positive change in attitudes about school. It was concluded that the teacher-student relationship had a profound affect on the student performance and attitudes about school. TASK principles could be applied to any school where the need for teacher student mentorships exist from elementary school through high school. Appendices include the student and teacher survey instruments, and analyses of attendance, discipline, academic achievement, and attitudinal changes among the target population. (Author/BHK)

Descriptors: Academic Achievement; Attendance; Attitude Change; *Behavior Change; Classroom Environment; Discipline; Grade 6; Grade 7; Grade 8; *High Risk Students; Intermediate Grades; Junior High Schools; *Mentors; Middle Schools; Student Attitudes; *Teacher Student Relationship

Identifiers: *Middle School Students

ED330953 CG023296

Intervention Strategies To Improve Behavior of Children with Severe Discipline Problems.

Rosenbaum, Carol
1990
53p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIESEP91

Students with severe disciplinary problems in the school district are often transferred from school to school. Maintaining classroom discipline continues to be a concern for teachers, parents, and other professionals. This practicum therefore examined ways to minimize the disruptive behavior of problematic "acting out" children. These counseling strategies were designed to reduce the severely disruptive behavior of problematic children and provide alternative behavior structures in the classroom, and to increase comfort levels of teachers when handling these children. Twelve counseling sessions were developed to teach alternative forms of behavior. Children were shown different techniques for management and control of their own behaviors. Modeling and coping mechanisms were also used. Children were given reinforcements for progress. Data were collected before and after the duration of the counseling sessions. Comfort levels of the children were determined by counselor interviews, a checklist, and a questionnaire. All of the objectives were satisfactorily achieved; behavior transfers declined, suspensions were reduced, children exhibited more socially acceptable behaviors, and teachers expressed confidence in their ability to handle minor disruptions effectively. The data suggest that behavior disordered children could be identified and taught to follow rules; that acceptable behavior could be learned through counseling sessions within the school setting; and that children may feel better about themselves after this behavior training. (A student checklist, a teacher questionnaire, a "Smile-O-Gram," and a feedback questionnaire are appended.) (Author/BHK)

Descriptors: Classroom Environment; *Classroom Techniques; *Counseling Techniques; *Discipline Problems; Intermediate Grades; Junior High Schools; Middle Schools; Teacher Student Relationship

---

ED330520 RC018069

Increasing Business and Parental Involvement in Grades 4-7 by Forming Partnerships between School and Local Businesses.

Hinson, Kay S.
1990
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAUG91

This paper describes a practicum designed to increase parent and business involvement in the educational experiences of

(cont. next page)

students in grades 4-7 at a rural school in the southeastern United States. Teacher surveys and other data indicated that the students had very little experience or understanding of the business world in which they eventually would function. A review of the literature shows the importance of parental and business involvement, resulting in improved parenting, dropout prevention, and better occupational education. In this project, local businesses were solicited for both services and funding in forming better school partnerships. A local fast-food restaurant, a chain retailer, a manufacturer, and a hospital formed partnerships with the school's fourth-, fifth-, sixth-, and seventh-grade classes, respectively. A local bank donated funds for a school reading center. Parental involvement was increased by encouraging students to seek parents' help on homework, providing parents with a handbook on adolescents' problems, and holding four parent meetings. Success of the program was measured by keeping records of the meetings and by logging perceptions of the business partnerships. Field trips to partnership businesses were perceived to have helped students learn about employment while raising businesses' commitment to education. Parents also seemed receptive to the program. At the meetings, parents discussed new involvement skills and adolescent problems. The document recommends further partnership work and growth of the program. A list of 27 references is included. (TES)

Descriptors: Career Awareness; Dropout Prevention; *Field Trips; *Intermediate Grades; Junior High Schools; Parent Conferences; *Parent Participation; Parent School Relationship ; Rural Education; *Rural Schools; *School Business Relationship; Youth Problems

Identifiers: *Partnerships in Education

ED330498 PS019598

Training Staff and Students in Safety Procedures and Practices for a Preschool Playground.

Jenkins, Marva Shelton
1990
61p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91
Target Audience: Practitioners

The director of a church-owned child care center implemented and evaluated a 10-week practicum intervention designed to decrease the number of playground accidents, maintain insurance coverage, and provide age-appropriate, safe playground equipment. Due to several accidents that had taken place on the center's playground in the past, the insurer requested that two pieces of equipment be either modified or removed. To meet objectives of the intervention, the playground's vertical climber was shortened from 7 to 5 feet; the depth of surface under swings was increased from 8 to 10 inches. All requirements of the insurance company were met. Teachers at the center were trained to effectively supervise the playground and help children respect and obey playground rules. The incidence of accidents was minimized. The project also demonstrated that the practicum's objectives could be met on a limited budget when team members worked cooperatively. Appendices provide a playground improvement rating scale, a center survey sheet, and a safety manual that includes a playground safety checklist and lists of playground safety habits. Twenty-eight references are included. (RH)

Descriptors: Check Lists; *Day Care Centers; Early Childhood Education; *Educational Equipment; Facility Improvement; Inservice Teacher Education; *Playgrounds; *Preschool Education; *Safety Education; *School Safety

Identifiers: *Playground Equipment

ED330497 PS019597

Redesigning an Indoor Preschool Environment To Enhance and Promote Active Learning for Preschool Children.

Wheeler, Sue A.
1991
325p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

An early childhood education consultant to a Parks and Recreation Department implemented and evaluated a practicum intervention intended to promote active learning by means of a redesigned indoor preschool environment. Additional goals were to improve the behavior and engagement of the children in the environment; increase parental approval of the redesigned environment; and increase enrollment in the preschool. The redesigned environment used all 7,600 square feet of space. Main interest areas were set up along the perimeter walls, leaving a large open area in the center of the room. Included were manipulative, science, sociodramatic play, housekeeping, language arts, music, and art areas. Materials and equipment that were needed for the new design were obtained from the Parks and Recreation Department and supplied by the author. Practicum evaluation data were gathered through observations of children's behaviors, parent questionnaires, and interviews with staff. All objectives were attained. There were improvements in preschoolers' engagement in learning activities and behavior, parental approval of the environment, and enrollment requests. Related materials are provided in 18 appendices. Fifty references are included. (RH)

Descriptors: *Classroom Design; Enrollment; *Interior Space *Learning Centers (Classroom); Parent Attitudes; *Preschool Education; Program Design; *Space Utilization; *Student Improvement

DIALOG File 1: ERIC _ 66-92/FEB.

ED330457 PS019487

The Development of an Earthquake Preparedness Plan for a Child Care Center in a Geologically Hazardous Region.

Wokurka, Linda
1990
62p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

The director of a child care center at a community college in California developed an earthquake preparedness plan for the center which met state and local requirements for earthquake preparedness at schools. The plan consisted of: (1) the identification and reduction of nonstructural hazards in classrooms, office, and staff rooms; (2) storage of adequate food and water; (3) ensuring the availability of sufficient medical and emergency supplies and communications equipment to maintain a safe and healthy environment for children and staff for 72 hours; (4) training of staff in emergency procedures; and (5) an education component for parents and children. Through the use of a series of situation cards, staff members demonstrated their increased knowledge of earthquake procedures. A parent survey was developed to assess parents' knowledge of the location of the evacuation site and the procedure for reuniting children with their parents. An evacuation drill indicated the children's ability to follow instructions to drop to the floor and proceed to evacuate in an orderly manner. Appendices provide sample surveys, parent information, and earthquake planning guides. (RH)

Descriptors: *Day Care; Early Childhood Education; *Earthquakes; *Educational Planning; Program Design; *School Safety

ED330261 HE024348

Comparison of the Achievement of Students Taught by Full-time versus Adjunct Faculty in the Chemistry of Hazardous Materials Course: Governance and Management.

Clark, Burton A.
Apr 1990
17p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG91

The purpose of this study was to compare student achievement as determined by final test scores of students at the National Fire Academy (Maryland) who were taught either by full-time faculty or by adjunct faculty. All 10 classes of the Chemistry of Hazardous Materials course for the fiscal year 1989 were included in the study for a total of 279 students, of whom 144 were taught by adjunct faculty and 135 were taught by full-time faculty. Scores on the standard final exam were compared using a t test and chi square. Results indicated no statistically significant difference in the mean test scores between the two groups or in the distribution of scores between the groups. Results led to three recommendations: to include the study results in the management report on the effectiveness of adjunct faculty; to continue to utilize adjunct faculty to teach the course; and to conduct similar studies in other curriculum areas. Includes 12 references. (Author/DB)

Descriptors: Academic Achievement; *Adjunct Faculty; College Faculty; Comparative Analysis; Evaluation Methods; Fire Fighters; *Fire Science Education; *Full Time Faculty; *Hazardous Materials; Instructional Effectiveness; Part Time Faculty; Postsecondary Education; Teacher Evaluation

Identifiers: *National Fire Academy MD

ED330187 EC300159

Development of an Articulation Program for the Elementary School Emotionally Handicapped Program. Final Report.

McKinney, Rhonda C.
Jun 1989
154p.; Educational Specialist Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91
Target Audience: Practitioners

A 10-week program was developed to provide structure, consistency, and organization in the classrooms of 30 elementary-age emotionally handicapped (EH) students. The program sought to assist the students with staying on task, becoming structured, and reducing inappropriate behavior. The program contained two basic components (a behavioral management system and a task development program) that were consistently applied by three classroom teachers. The behavior management component utilized the "Levels System," in which students progress through four levels based on individual targeted behavioral needs and students are awarded certain privileges based on their level. Orientation workshops were held for the principal, assistant principal, counselor, EH teachers, EH teacher aides, bus drivers, students, and other personnel. The intervention reduced the occurrence of off-task inappropriate behavior to 30% of the time in target group members. Student attitudes concerning themselves and the EH program improved. Appendices include survey forms, various evaluation forms, administrative forms, and information about the Levels System. (10 references) (JDD)

Descriptors: Behavior Modification; Behavior Problems; Classroom Environment; *Classroom Techniques; Developmental Stages; Elementary Education; *Emotional Disturbances; Intervention; Program Development; Student Attitudes; Teamwork ; *Time on Task

Identifiers: *Behavior Management

DIALOG File 1: ERIC _ 66-92/FEB.

ED330183 EC300155
A Multi-Educational Approach to Improving Teacher Skills with Special Needs Preschoolers in Group Settings.
Ellis, Mickie
23 Sep 1990
75p.; Practicum Report, Nova University. For the related resource manual, see EC 300 156.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

The practicum developed and implemented an inservice teacher education program to improve services to exceptional children in group settings based on a newly developed resource manual, two workshop series, and observation/evaluation of teachers in their classes on a bimonthly basis over a period of 8 months. Eighty-nine preschool teachers completed the program. The most significant changes in behaviors, attitudes, and abilities were with teachers who were initially in the fair to good category. Teachers initially evaluated as poor generally remained in this category. The multi-educational approach provided theoretical information based on research findings, screening tools, specific and information and techniques for the management and care of these children in group situations. The training manual was rated as positive by 84% of the teachers. A group of experts surveyed also evaluated the manual positively. Workshops which involved first instructor demonstrations and then the preschool teacher demonstration of skills were rated positively by 95% of participants. Appendixes include organizational information, the evaluation questionnaires, and comparative studies of referrals. Includes 73 references (DB)

Descriptors: *Disabilities; Inservice Teacher Education; Mainstreaming; Preschool Education; Program Effectiveness; Teacher Attitudes; *Teacher Improvement; *Teaching Skills

ED330161 EC300133
Facilitating Social Skills Development in Learning Disabled and/or Attention Deficit Disordered Second to Fifth Grade Children and Parents.
Woeppel, Patrice
10 Oct 1990
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

The project attempted to improve the social problem solving skills of second to fifth grade children with learning disabilities and/or attention deficit disorders, and to offer support to their parents and improve parenting self-confidence. Both the parent group (N=9) and the children's group (N=5) used the Rochester Social Problem Solving Skills Program. Parents were trained in eight bi-weekly sessions in how to use the program at home with their child. A portion of each parent session was designed to provide parents with a support group. Children met for eight weekly sessions. A variety of games, role plays, and other activities were used to teach children the six-step Social Problem Solving Skills model. The Achenbach Child Behavior Checklist was administered pre- and post-program implementation. Both internalizing and externalizing behaviors decreased in 67% of the children of the parents' group. At least one social competence scale indicator increased for each child post-tested in the children's group. Some negative changes were noted as well. Girls showed greater reductions than boys in internalizing and externalizing behaviors, particularly in aggressive behaviors. Overall, greater gains were noted in the children of the parents' group than in the children participants' group. Parents attributed the most importance to the support portion of the group. (39 references) (Author/DB)

Descriptors: Aggression; *Attention Deficit Disorders; Behavior Change; *Behavior Problems; Elementary Education; Games; Group Discussion; Interpersonal Competence; *Learning Disabilities; Parent Attitudes; *Parent Education; Parent Participation; *Problem Solving; Program Effectiveness; Role Playing; Sex Differences; Social Support Groups; Teaching Methods

Identifiers: Rochester Social Problem Solving Skills Program

ED330140 EC300110
Increasing Spelling Performance with Learning Disabled Students by Teaching Metacognitive Strategies.
Loper, Stephan
1989
105p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91
Target Audience: Practitioners

This study was designed to improve spelling performance of 17 mainstreamed elementary special education students by developing self-regulatory mechanisms and by training the regular classroom teacher and parents in ways to meet the handicapped student's learning needs. A variety of intervention techniques was employed including homework strategies, motivational techniques, parental encouragement, and peer tutoring. Findings indicated improved spelling performance which was further improved by monitoring cognitive strategies. Two ancillary findings indicated that same-age tutoring was most effective with primary children and that well structured activities were most effective in improving spelling performance. Students lost skills over summer recess but quickly regained proficiency following remedial instruction. Data also suggested that learning disabled

(cont. next page)

students' cognitive ability influenced spelling and metacognitive gains. Appended are a sample error chart, sample spelling activities, the response cost coupon and menu, learning strategy cartoons, the parent telephone interview, and pre- and post-tests used. Includes 58 references. (DB)

Descriptors: Elementary Education; Homework; Inservice Teacher Education; *Instructional Effectiveness; *Learning Disabilities; Mainstreaming; Maintenance; Metacognition; Parent Education; Peer Teaching; *Remedial Instruction; Self Control; *Spelling Instruction; Student Motivation; Teaching Methods; Tutoring

Identifiers: *Self Management

ED329961 CS212709

Using Audience Awareness To Stimulate Interest in Writing Effectively.

Petko, Michael C.

Jan 1991

65p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG91

A practicum was developed to determine whether the motivation of a private school's ninth grade English class (18 students) could be increased by gearing the course toward a specified, authentic public audience and whether an increase in motivation would positively affect the quality of and attitude toward writing assignments and the use of critical analysis. A program was developed which incorporated audience-based strategies into the current writing curriculum. After completing a pre-project attitude questionnaire, students completed four writing assignments and responded to an attitude questionnaire upon the completion of each assignment. The students also completed a post-project attitude questionnaire which was used to determine any improvement in students' attitude toward the importance and relevance of writing well. The writing assignments included an editorial project, a short story unit, composing business letters, and writing anecdotes. Results of the program showed a positive correlation between audience specification and motivation. Knowing their audience helped motivate students to write more effectively and to analyze and revise their writing more frequently. (Appendixes include a pre- and post-project attitude questionnaire, attitude questionnaires for each of the four projects, and a teacher evaluation checklist. Thirteen references are attached.) (Author/MG)

Descriptors: Audience Analysis; *Audience Awareness; Grade 9 ; High Schools; High School Students; Peer Evaluation; *Student Attitudes; *Student Motivation; *Writing (Composition); Writing Assignments; *Writing Attitudes; *Writing Improvement; Writing Instruction

Identifiers: Florida; Writing Development

ED329956 CS010524

Increasing Parental Involvement in a Chapter I Reading Program.

Duran, Manuel, Jr.

Feb 1991

59p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG91

A practicum addressed the low number of parents participating with their children in a Chapter 1 Reading Program by the development and implementation of a parental involvement program. The program implemented strategies to eliminate conflicts cited by parents as major reasons for non-participation in meetings and workshops relative to their children's Chapter 1 Reading Program. These conflicts were: scheduled times of meetings, transportation needs, child care, bilingual anxiety, and literacy anxiety. Methods utilized for the 5-month practicum were multifaceted. Strategies proved successful with parental participation rising from an originally recorded 5% to 21.8%. Results indicated that the most significant outcome of the project was the positive feelings of parents toward the school, education in general, and their children in particular. The successful increase in participation was generated by the multifaceted telephonic, written, and oral communication. Appendixes include original and concluding parent surveys and a critical thinking product originated at a parent workshop. (Fourteen references are attached.) (MG)

Descriptors: Educational Research; Elementary Education; *Parent Child Relationship; *Parent Participation; Parent Role ; Parent School Relationship; Parent Teacher Cooperation; Parent Workshops; *Reading Programs

Identifiers: *Education Consolidation Improvement Act Chapter 1

ED329946 CS010499

Supporting the Literacy Development of Sixth Grade Poor Readers in a Regular Classroom through Teacher Inservice and Parental Involvement.

Speights, Wilhelmenia Edwards

1991

189p.; Ed.D Practicum, Nova University.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG91

A practicum was implemented over an 8-month period to improve the literacy development of sixth-grade poor readers in a regular classroom. The primary goals were to empower sixth-grade classroom teachers in supporting literacy

(cont. next page)

development, to strengthen the communication bond between parents and teachers, and to increase parental involvement in the educational process. The staff development and parent involvement sessions were organized based on the needs of the classroom teachers and parents and offered 35 hours of professional in-service and 3 hours of parent in-service. The theme of the sessions was "New Approaches and Strategies in Teaching Reading to Poor Readers in the Regular Classroom." Results indicated that parents would be able to support the literacy development of children in school and at home if they were provided with inservice based on a needs assessment. Teachers and parents also strengthened their ability to work together as partners in support of children's learning. (Fifteen tables of data are included and 41 references are attached. Appendixes include 10 surveys, and components of the parent and staff development sessions.) (MG)

Descriptors: Grade 6; *Inservice Teacher Education; Intermediate Grades; *Literacy; Low Achievement; Middle Schools; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Reading Ability; *Reading Difficulties; Reading Improvement; Reading Research; Reading Teachers; Staff Development; Teacher Improvement; Teacher Role

Identifiers: Middle School Students

ED329945 CS010498

A Literacy Program Improvement Plan for Low-Achieving First Graders Using Reading Recovery Strategies.

Allen, Debra G.
1991
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

A practicum was implemented to provide low-achieving first-grade students with individualized instruction that would teach strategies to assist them in becoming independent readers. Secondary goals were: (1) to implement and develop a Chapter 1 Reading Improvement Plan targeted for low achieving first graders; (2) to improve reading self-esteem; (3) to enhance students' listening, writing, and speaking skills; (4) to develop reading strategies; (5) to increase the student's awareness of print; and (6) for teachers to demonstrate various reading strategies used to improve reading abilities. Twelve Chapter 1 first graders were the focus of the practicum. The program improvement plan was implemented over an 8-month period, divided into five phases. The individualized instructional procedures remained systematic with the Reading Recovery Program's daily lesson format. The reading selections and strategies were based on participants progressing during each session. Some results fell below numerical expectation, but the participants' ability to use appropriate reading strategies far exceeded overall expectations. The reader's self-esteem also improved when provided with an instructional format which met his or her needs. Overall success was achieved when the student could utilize strategies as needed while reading. (Nine tables of data are included and 26 references are attached. Appendixes include: the Word List Pre/Posttest; Writing Vocabulary Pre/Posttest; Instructional Strategy Survey; the Parent Survey; and descriptions of the district's Informal Reading Inventory, running record, Ready to Read Series, Letter Identification Pre/Posttest, Concepts about Pre/Posttest, and Dictation Test Pre/Posttest.) (Author/MG)

Descriptors: Grade 1; *Individualized Instruction; Instructional Effectiveness; Low Achievement; Primary Education; Program Improvement; *Reading Improvement; Reading Instruction; Reading Research; Reading Skills; *Reading Strategies; Remedial Reading; Student Needs

Identifiers: Education Consolidation Improvement Act Chapter 1; Florida; *Reading Recovery Projects

ED329944 CS010497

Enhancing the Curriculum through the Addition of Rich and Diverse Language Development Activities.

Anen, Judith
1991
72p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEAUG91

The primary goal of this practicum was to provide opportunities for rich and diverse language activities designed to enhance the kindergarten curriculum. New instructional guidelines were designed that encouraged daily classroom time devoted to language development activities. These activities replaced all formal isolated skill instruction. Alternative forms of assessment were developed that were direct, classroom-oriented, and process-focused. Monthly book swaps were scheduled to increase the amount and encourage the recycling of the available printed material in each classroom. The circulation of current educational research regarding emergent literacy and techniques to encourage and support its growth was arranged to increase teacher awareness and encourage the development of positive attitudes. An analysis of the practicum revealed that all but one of the objectives were achieved. The monthly book swaps did encourage the recycling of printed material but failed to significantly increase the amount. All other objectives were successful and some even surpassed expectations. The kindergarten curriculum was enhanced with rich and diverse language development activities, and both teachers and students demonstrated positive attitudes regarding this enrichment. (Five tables of data are included and 34 references are attached. Appendixes include instructional guidelines, reading checklist, revised checklist, teacher survey, and teacher suggestions for kindergarten programs.)

(cont. next page)

(Author/MG)
Descriptors: Beginning Reading; Childrens Literature; *Curriculum Development; Kindergarten; *Language Acquisition; *Language Attitudes; *Language Enrichment; *Learning Activities; Primary Education; Professional Development; Reading Aloud to Others; Reading Instruction; Reading Materials; *Reading Writing Relationship; Teacher Improvement
Identifiers: *Emergent Literacy

ED329943 CS010496

A Program for Motivating Sixth Grade Language Arts Students To Improve Reading Levels through Using News Periodicals with an Emphasis on Relevance and Critical Thinking.

Schumacher, Sharon
Mar 1991
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

A practicum addressed the problems of low reading levels, deficient writing skills, and poor attitudes toward reading. The objectives were to increase reading levels, improve writing skills, and improve attitudes toward reading and in this process to improve critical thinking skills. The target group was a sixth-grade language arts class of 23 students with mixed socio-economic backgrounds. During the 12-week period, the newspaper was used as a tool to promote relevancy in reading and to motivate students to greater proficiency in reading and writing. Students chose newspaper articles centered on a variety of assigned themes, summarized the articles, and supplied written answers to critical thinking questions relating to core issues. Sixth-grade instructors in the disciplines of social studies, mathematics, and science also implemented newspaper-related projects in their classrooms one day each week. Evaluation was done with a survey of student attitudes, the Botel Reading Inventory, and essay writing evaluated by holistic criteria. Results indicated improvements in all objective areas. (Thirty-seven references are attached. Appendixes include a survey of student attitudes and a listing of themes and critical thinking questions.) (Author/MG)

Descriptors: *Critical Thinking; Grade 6; Instructional Effectiveness; Intermediate Grades; Language Arts; Learning Activities; Newspapers; *Reading Attitudes; *Reading Improvement; Reading Materials; Reading Skills; *Student Motivation; Writing Assignments; *Writing Attitudes; *Writing Improvement; Writing Skills
Identifiers: Botel Reading Inventory; *Newspaper in Education Program

ED329910 CS010461

Strategies for Improving Main Idea Identification in Expository Text while Improving Reading Comprehension.

Gump, Judith G.
Dec 1990
65p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

A special summer program was developed to increase five elementary students' abilities to locate the main idea in written text. The researcher worked with the students 3 hours each morning for 8 weeks, devoting approximately 2 hours of that time to reading comprehension by teaching correct strategies for identifying the main idea. Question and answer sequencing along with repeated readings and making predictions were among the strategies implemented to improve main idea identification. Precision teaching was used to involve students in the learning process and to monitor improvement of daily scores. Results indicated increased levels of achievement for all members of the target group. (One table is included and 18 references are attached. Appendixes include: Story Framing, Logarithmic Chart, Daily Task Sheet, Pictures Can Reinforce Main Idea Identification, Identifying the Main Idea in Another Student's Short Story, Main Idea Sentence Strip, Semantic Mapping, and Academic Methods/Organizational and Management Techniques Pre/Posttest Scores.) (Author/MG)

Descriptors: Elementary Education; *Precision Teaching; Questioning Techniques; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Strategies
Identifiers: Directed Reading Thinking Activities; *Expository Text; Graphic Organizers; *Main Idea

ED329909 CS010460

Getting the Main Idea and Details through Reading Comprehension.

Grisham, Sharon K.
Feb 1991
63p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG91

A practicum addressed the below-average reading comprehension performance of first graders by the implementation of precision teaching and specific solution strategies. Students (51) were actively involved in their own learning and decision making through the continuous monitoring system of precision teaching. Reading techniques called RAP (an acronym that stands for the commands: "Read paragraph"; "Ask youself the main idea and two supporting details"; and

(cont. next page)

"Put in your own words") and the Neurological Impress Method (NIM) were implemented to provide relevant learning experiences relating to locating the main idea and finding details in reading comprehension. The results indicated increased levels of achievement by students when beginning and ending scores were compared. It was concluded that the use of precision teaching combined with RAP and NIM reading techniques can provide a vehicle to facilitate reading comprehension. (Two tables of data are included and 12 references are attached. Appendixes include: Sample Profile Sheet, Sample Task Sheet, Sample Probe, Sample Logarithmic Chart, Story Map, Response Maze, Academic Profile Chart, and Sample Formal Report.) (Author/MG)

Descriptors: Critical Reading; Critical Thinking; Grade 1; *Precision Teaching; Primary Education; Reading Ability; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Strategies; Teaching Methods

Identifiers: *Main Idea; Neurological Impress Method; Paraphrase; Reading Fluency; Story Maps

ED329814 CG023183

Increasing Prosocial Competence of At Risk Adolescents through a Social Skills Training Program.

Lee, Valerie
Feb 1990
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEAUG91

This practicum addressed the effectiveness of a social skills training program with adolescent students identified as "at risk" and enrolled in alternative education programs. These students had not achieved a high level of prosocial competence which created inadequate emotional and/or behavioral adjustment in the school setting. This increased the rate of disciplinary referrals. Social skills training was a means for addressing socio-emotional development in these students. Students from alternative education programs were nominated by teachers for a social skills training group. Behavior rating scales were completed by teachers and the selected students (N=5). Disciplinary referrals were monitored throughout the implementation period. Structured Learning, a social skills training model, provided a systematic curricula to teach social behavior. Outcomes of this practicum emphasized the need to utilize a conjoint style of intervention, linking social skills training with day-to-day interactions. This practicum demonstrated the success of a "pull out" approach with training groups may be greatly enhanced if transfer of training activities are promoted by the classroom teacher. Skills training groups raised the students' awareness of prosocial competencies. (Author/ABL)

Descriptors: *High Risk Students; *Interpersonal Competence Junior High Schools; *Junior High School Students; Nontraditional Education; *Program Effectiveness; School Counseling; *Skill Development

ED329459 SO021126

Enhancing Ethnic Relations through Teaching Multicultural Education in the Secondary Schools.

Angry, Raymond
1990
71p.; Ed.D. Practicum, Nova University. Contains sporadic thin type.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91

Enhancing ethnic relations among students of diverse ethnic backgrounds was the aim of this practicum. A specific goal was to aid students in developing positive communication skills needed to enable them to work in collaborative learning groups without feelings of ethnic inferiority or ethnic superiority. Students were taught the vocabulary necessary for learning about other ethnic groups. They identified the countries of their peers' heritages, and each student wrote essays about two of them. They were provided with 12 weeks of lessons, activities, and projects that were designed to increase their knowledge and build positive communication skills, thereby enhancing ethnic relations among them. Outcomes of the practicum were very positive. All five objectives were achieved and surpassed in most areas. There were additional successes, such as students sharing the knowledge gained about other ethnic groups with their peers, parents, and teachers. The data from this practicum indicated the following: (1) students increased vocabularies from learning about other cultures; (2) students were able to name the countries of origin of their peers; (3) students improved their communication skills; and (4) students played, worked, and related more positively with their peers. A number of tables appear throughout this report. Six appendices are included, as is a 21-item list of references. (Author/DB)

Descriptors: Communication Skills; Cooperative Learning; *Cross Cultural Training; Cultural Differences; Ethnic Groups *Ethnic Relations; Foreign Culture; Intermediate Grades; Junior High Schools; *Multicultural Education; Student Behavior; Student Development; Student Educational Objectives Writing Assignments

ED329432 SE051953

Intervention Strategies To Improve the Self-Esteem of Low Achievers in High School Science Class.

Ramjus, Harry
1990
83p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.

(cont. next page)

Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91
Target Audience: Researchers

In the practicum reported in this document, the self-esteem of low achievers in a high school science class was improved through the use of strategies such as personal self-referent verbal statements (PSRVS), group activities, incentive programs, motivation techniques such as computer assisted instruction (CAI) and parental involvement. A Self-Esteem Observation Checklist, designed for the practicum, was used to collect data from the target population regarding manifestations of low self-esteem. The intervention strategies were implemented on a regular basis every week for 12 weeks. Observations were made of any indication of changes in the students' self-esteem during and after implementation, using the Self-Esteem Observation Checklist. Included are a description of the community and work place, problem description, causative analysis, literature review, goals and expectations, outline, explanation of methodology, discussion and evaluation of possible solutions, results, and recommendations. A copy of the Self-Esteem Observation Checklist is appended. (Author/KR)

Descriptors: Computer Assisted Instruction; Cooperative Learning; Educational Strategies; *Evaluation Methods; High Schools; *Incentives; *Motivation Techniques; Parent Participation; Peer Teaching; Science Education; *Secondary School Science; *Self Esteem; *Teaching Methods; Tutoring

ED329431 SE051952

Improving Science Instruction for First Grade Students through Curriculum Development.

Vorsino, Wanda S.
1990
74p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91
Target Audience: Researchers

The goals of this practicum in science instruction for first grade students were to increase science instructional time, develop skills-appropriate instructional strategies, formulate relevant assessment methods, and promote positive attitudes. Grade level teachers met on six occasions to pinpoint science instructional deficiencies, formulate common goals, develop science unit experiences and assessment procedures, and participate in shared decision-making activities. Teachers kept daily records of science instructional time, and science lesson plans outlined hands-on activities, use of learning centers, and subject integrated strategies. Questionnaires were completed by students and parents to ascertain attitudes about science. The report includes a description of the community and work place, a problem description, a causative analysis, a literature review, a detailed outline of goals and expectations, an explanation of the methodology used, a discussion and evaluation of possible solutions, a discussion of results, and a list of recommendations. Students enrollment information, copies of the student and parent questionnaires on attitudes toward science, and a list of performance skills/objectives for science instruction on plants, environment, and the five senses are appended. (Author/KR)

Descriptors: *Curriculum Development; Decision Making; Educational Assessment; Educational Strategies; Elementary Education; *Elementary School Science; Grade 1; Interdisciplinary Approach; *Parent Attitudes; Primary Education; *Questionnaires; Science Activities; Science Education; *Student Attitudes; *Teaching Methods

ED329390 RC017999

Development of a Generic Model Aimed at Building Self-Love among Para-Alcoholic Native American Children. A Practicum Report.

Merino, Claralynn
May 1990
160p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91

Many Native American communities have high rates of alcoholism. Children growing up in alcoholic families often exhibit co-dependent or para-alcoholic behaviors, which place them at high risk of educational failure. The Love Bug model was designed to encourage culturally appropriate self-expression and to promote self-love and detachment from alcohol among preschool and elementary school children. The model was implemented with 20 Head Start students identified as para-alcoholic. Already at high risk, these 4-year-olds rejected their teacher's touch, laughed at compliments, were afraid to try new things, were afraid of making mistakes, and had poor social skills. The Love Bug--a stuffed animal with a human face and long arms for hugging--was used to introduce classroom rules, to provide a means to compliment appropriate behavior, and to ease the children into allowing themselves to be touched. The Love Bug's nest was a place where students who needed time-out could sit, hold the Love Bug, and be soothed by music. Charts were kept on student behavior. During the months of implementation, the children began to touch and hug their teacher often. Parents reported that their children had become more affectionate at home. Para-alcoholic behaviors, seen in overwhelming amounts during the first month of school, diminished. Evaluations by parents, educators, and tribal leaders were all positive. This paper contains 24 references;

(cont. next page)

class, parent, and youth survey instruments; and a Love Bug model study guide. (SV)

Descriptors: Affection; *Alcoholism; *American Indian Education; American Indians; Behavior Change; *Emotional Development; Family Influence; *High Risk Students; *Preschool Children; Preschool Education; *Self Esteem; Student Behavior Teacher Student Relationship

Identifiers: Children of Alcoholics; *Native Americans

ED329299 JC910102

A College Level Program for Instructing the Metric System.

Thrall, Marjorie A.

Dec 1990

111p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL91

Target Audience: Practitioners; Teachers

Although the Congress of the United States has enacted legislation calling for a conversion to the metric system by October 1992, recent government reports suggest that the country may not be prepared to meet that deadline. In an effort to develop a learning module for instructing community college students in the application of the metric system, five needs assessment and evaluation surveys were conducted. The first survey was administered to a target group of six community college science department instructors to determine the length of time it should take students to complete such a learning module. This information was combined with findings from a survey assessing instructional content requirements to develop a first draft of the Metric System module materials. Development of the learning module included creation of pre- and post-tests to assess student learning, a module videotape, an instructional computer program, a student workbook, and an instructor manual. Copies of the first drafts of the student workbooks and teacher's manual were given to the instructors in the initial target group who were asked to recommend changes. In addition, three follow-up surveys were created for faculty to evaluate the module videotape, the tutorial computer program, and the complete learning module. All faculty who completed the follow-up surveys gave approval to the materials which had been developed. A literature review, plans for implementing the module among all biology students at a targeted community college, the videotape script, survey instruments, summaries of instructors' comments and recommendations, and references are included. (GFW)

Descriptors: Community Colleges; Computer Uses in Education Educational Legislation; *Instructional Material Evaluation; *Instructional Materials; Learning Modules; *Material Development; Mathematics Materials; *Metric System; Needs Assessment; Surveys; Two Year Colleges; Two Year College Students

ED329298 JC910083

An Analysis of Student Retention at Snead State Junior College.

Cooper, Elizabeth L.

Dec 1990

43p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEJUL91

In 1990, a study was conducted at Snead State Junior College (SSJC) of students who were enrolled at the college in fall 1989 or winter 1990 but did not return in the subsequent quarter. Of 661 students identified as nonreturning, 489 were surveyed by telephone to determine their reasons for not returning. Demographic data on these students were obtained from college records to generate a profile of nonreturning students and to compare demographic data with stated reasons for not returning. Study results included the following: (1) the nonreturning student profile did not differ greatly from the student body as a whole, although slightly more female and day students did not return; (2) younger students and male students dropped out more often because of conflicts between school and jobs, while female students more often cited family responsibilities; (3) 32% of the respondents indicated an intention to return to SSJC at a later date; and (4) except for difficulties with scheduling necessary classes, most of the reasons given by students for not persisting were related to factors external to and beyond the control of the college. Based on study findings, it was recommended that the schedule of classes be planned on a yearly basis and made available to counselors and students; that the college develop a plan for continuing contact with nonreturning students and develop a better system for long-range enrollment analysis; and that the study of attrition be repeated in 3 to 5 years. A literature review and the survey instrument are included. (JMC)

Descriptors: *Academic Persistence; Community Colleges; Day Students; *Dropout Characteristics; Dropout Research; *Dropouts; *Enrollment Influences; Evening Students; Literature Reviews; Questionnaires; Stopouts; Student Attitudes; Student Behavior; Student Educational Objectives; Tables (Data); Telephone Surveys; Two Year Colleges; Two Year College Students

Identifiers: *Snead State Junior College AL

ED329240 IR014899

Developing a Self-Directed Computer Training Program for El Camino College Faculty.

McAllister, Donald F.

Nov 1990

118p.; Ed.D. Major Applied Research Project, Nova University.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL91

The purposes of this study were to: (1) establish existing computer literacy levels among faculty members at El Camino College, California; (2) determine the principal obstacles to self-directed computer training, along with strategies designed to overcome these obstacles; and (3) develop recommendations concerning the structure of self-directed, independent study computer training programs for faculty at El Camino College. Faculty members were surveyed to identify their attitudes toward independent study computer training programs, and the willingness of faculty groups to take formal versus self-directed computer training. Obstacles to computer training programs and strategies needed to overcome those obstacles were identified by the survey group. Results of the survey also indicated that significant differences in computer literacy rates exist between academic departments. The implications for improvement of educational practice arising from this project is that computer literacy rates may be increased through self-directed, independent study computer training programs. Appended materials include the Obstacle and Strategy Questionnaires (both Delphi studies); the Computer Usage Survey Questionnaire; listings of college staff development programs in computer technology for El Camino College and Ferris State University; and a brief biography of the author. (90 references) (DB)

Descriptors: *Computer Literacy; Delphi Technique; *Faculty Development; Higher Education; Independent Study; Instructional Improvement; Microcomputers; Surveys; *Teacher Attitudes

Identifiers: El Camino College CA

ED329219 IR014858

Developing an Information Handbook To Improve the Professional Orientation of Beginning Media Specialists.

Hargett, Jane H.
Mar 1987
92p.; Educational Specialist Practicum Report, Nova University. Handwritten elements in the appendixes will not reproduce well.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91

A needs assessment of elementary and secondary school media specialists indicated that an information handbook would improve the professional orientation of beginning media specialists. Such an instructional handbook was developed by excerpting policies and procedures from two district policy books, and taking guidelines from standard works on library administration. The handbook was then presented to a target group of beginning media specialists during orientation sessions held at their schools. Feedback from the media specialists during the orientation, and evaluation of both the orientation session and the handbook at the close of the session, provided data on the benefits of the new handbook. The results indicated that both the "Library Media Services Information Handbook" and the orientation session improved the understanding of policies and procedures for beginning media specialists. Raw data and questionnaires are appended. (16 references) (DB)

Descriptors: Elementary Secondary Education; *Faculty Handbooks; Learning Resources Centers; Library Administration *Library Services; *Media Specialists; *Orientation Materials Policy; Questionnaires; *Staff Orientation; User Needs (Information)

ED329128 FL019102

Development of an In-Service Course To Assist Subject-Matter Teachers in Addressing the Unique Needs of Students Having Limited English Proficiency.

Piscitelli, Christine D.
1990
83p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUL91

An inservice teacher education course was designed to address the problems of content-area teachers in teaching limited-English-proficient (LEP) students. Goals were for content-area teachers: (1) to gain sensitivity to and understanding of the special needs of this population; (2) to become aware of the cultural and linguistic diversity and contributions of various cultures; (3) to acquire knowledge and techniques for successfully integrating LEP students into classes; and (4) to work closely with LEP students' parents. The 10-session course was developed for a large suburban school district with a growing and diverse LEP population. The course was designed to provide teachers with current research on language acquisition, cultural considerations, learning styles, questioning techniques, successful strategies and methods, and effective student interaction for use with LEP students. Goals and objectives of the practicum were met. Analysis revealed a major improvement in the mainstreaming of LEP students whose teachers had participated in the course. (MSE)

Descriptors: Classroom Communication; Classroom Techniques; Cognitive Style; *Cultural Awareness; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Language Research; *Limited English Speaking; *Parent Participation; Program Development; Questioning Techniques; School Districts; Second Language Instruction; Second Language Learning; *Student Needs

(cont. next page)

Identifiers: *Content Area Teaching

ED329091 EC300087

A Staff Development Program To Implement a Student Tutorial Program for the Trainable Mentally Handicapped.

Burts, Maureen E.
Jun 1990
87p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91
Target Audience: Teachers; Practitioners

This practicum report describes a staff development program that was designed to implement a peer tutoring program in which nonhandicapped students instructed three trainable mentally handicapped peers in a regular high-school setting. The program was implemented to increase the achievement of handicapped students in basic academic skills that included number recognition, time skills, and money skills; and to increase interaction between nonhandicapped and handicapped peers. Tutors were instructed in tutoring procedures during a 2-day workshop and were counseled throughout the tutoring program. Results of pre/posttests showed an increase in academic achievement for all three students and improved social behaviors when interacting with their tutors. Appendices contain administrative documents, evaluation forms and data, a tutor role description, the Tutor Training Triad, and the Tutor Training Decision Worksheet. (15 references) (JDD)

Descriptors: Academic Achievement; *Basic Skills; High Schools; Individualized Instruction; Interaction; *Moderate Mental Retardation; *Peer Teaching; Social Behavior; Staff Development; Student Improvement; Teaching Methods; *Tutorial Programs; Tutoring

ED329048 EC300040

The Use of Precision Teaching with Learning Disabled Students.

Mesler, Judith Lee
Dec 1987
112p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91
Target Audience: Teachers; Practitioners

Learning-disabled students in an after-school program were provided with remedial instruction using precision teaching. The instructional program sought to increase performance of five students (grades 4-8) in specific academic skills by 50%. Skills included, among others, spelling, capitalization and punctuation, reading, and multiplication. The teacher pinpointed areas of weakness for each student, developed enabling activities to aid in skill acquisition, and administered and charted daily probes. It is concluded that students made progress in their regular classroom as a result of skills learned in this program. The teacher increased her knowledge of academic methods and materials and behavioral management techniques. Appendices include sample probes, logarithmic charts, performance standards, task sheets, description of instructional methods, an interest inventory, sample key cards with associative clues, contract, student profile charts, and pre-tests and post-tests. (23 references) (JDD)

Descriptors: Academic Achievement; After School Education; Behavioral Objectives; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Language Arts; *Learning Disabilities; Mathematics Instruction; Precision Teaching; *Remedial Instruction; Skill Development; Student Improvement; *Teaching Methods

ED329043 EC300035

Bridging the Communication Gap between the Private Sector and Special Education through Consultation Strategies Regarding Latency-Aged Children Diagnosed Attention Deficit Disorder.

Desselle, Maxine
14 Aug 1990
88p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91
Target Audience: Practitioners

This practicum sought to reduce the number of inappropriate referrals to a rural school system's Special Education Department from the private sector, by increasing the private sector's knowledge of eligibility criteria for learning disability services. A school social worker conducted individualized consultations with clinicians in the private sector throughout the county, and a pamphlet describing the distinction between learning disabilities and attention deficit disorder was provided. The 32 clinicians exhibited mastery of the content when assessed by a 10-item instrument measuring knowledge of criteria for learning disability services. Results concerning reduction of the number of inappropriate referrals were inconclusive. Appendices contain a referral form, eligibility requirements for learning disability and attention deficit disorder, a copy of the assessment instrument, a copy of the pamphlet, and other materials. (Approximately 50 references) (JDD)

Descriptors: *Attention Deficit Disorders; Communication Problems; *Consultation Programs; *Educational Diagnosis; Elementary Education; Handicap Identification; *Learning

(cont. next page)

Disabilities; Private Sector; *Referral; Rural Education; *School Business Relationship; Special Education; Student Evaluation

ED328878 CS010403

Meeting First Graders' Need for Rich, Authentic Literacy Experiences by Moving from a Basal Reader to a Whole Language Orientation.

Brand, Wendy
Jan 1991
102p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91

This practicum was designed to allow first graders the opportunity to read and write in a more natural and authentic manner than that permitted by using the basal reading series as the basis for reading instruction. The first grade reading program was transformed from a basal-oriented approach to a whole language approach. Through the use of children's tradebooks, poetry, daily unstructured writing assignments, and flexible reading patterns, the children were able to achieve the skills required by the basal reading tests as well as spend more time in the actual exercises of reading and writing. Results of the practicum were positive. The primary goals and objectives were met. An analysis of the objectives demonstrated that the language arts activities of reading and writing were dealt with more often within the whole language environment than in a basal reading classroom. The children enjoyed the process of reading and writing to a greater extent as measured by the amount of time spent reading and writing during free time. (Five tables of data are included. Appendixes include: student questionnaire, selected letters to parents, titles chosen as favorites by the children, samples of children's writing, and samples of children's writing ready for publication. Seventy-two references are attached.) (Author/MG)

Descriptors: Basal Reading; *Beginning Reading; Grade 1; Learning Activities; Primary Education; *Reading Instruction; Reading Processes; Reading Programs; Reading Research; Reading Skills; Reading Writing Relationship; *Whole Language Approach ; *Writing Instruction; Writing Processes; Writing Skills

Identifiers: Childrens Writing; *Writing Development

ED328873 CS009916

Implementation of an Educational Program for Parents of Students Enrolled in a Center for Reading and Learning Disabilities.

Allison, Sarah F.
1989
117p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91

A program was designed to address the problem of parents who are uninformed or misinformed about their child's reading or learning disability, resulting in frustration and the inability to interact effectively with their child in academic activities. The program was implemented at a private reading and learning center which serves about 125 students weekly, from kindergarten through college level. The program's goals were: (1) to inform parents of the specific type of problem their child was experiencing; (2) to help parents develop an understanding of their child's disabilities; (3) to help parents develop skills to assist their child with academic exercises; (4) to provide parents an opportunity to interact in a group situation; (5) to establish a communication link between the center and the child's school; and (6) to provide literature and printed information for parents on their child's disability. The program included an assessment of parents' knowledge, regular scheduled conferences, group meetings, communicating with the child's school, and literature on disabilities presented in layman's terms. Data from questionnaires, interviews, homework surveys, and parents' assessment of reading materials were analyzed, revealing that five of the six goals were achieved. (Six tables of data are included, and 57 references are attached. Eleven appendixes, containing the instruments used to evaluate the program, samples of parents' responses, a list of suggested reading materials for parents, and a program brochure, are attached.) (SR)

Descriptors: Elementary Secondary Education; Higher Education; *Learning Disabilities; *Parent Attitudes; *Parent Child Relationship; Parent Conferences; *Parent Education; Parent Materials; Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Program Effectiveness; *Reading Difficulties; Remedial Reading

ED328811 CG023117

Developing Positive Attitudes toward School in a Middle School Dropout Prevention Program Using Interdisciplinary Units.

Norris, Verna P.
1990
67p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL91

This practicum was designed by a curriculum development administrator to develop positive attitudes in at-risk 7th-9th grade students in a drop prevention school in Florida. The

(cont. next page)

school was located in a small town in an agricultural county whose population was predominantly black and of low socioeconomic status. The number of students varied from 52 to 48. One aim was to give students an opportunity to discover the relationship of education to their future success. Another aim was to develop decision making and critical thinking skills in these students. The last aim was to expose students to numerous career opportunities. Four interdisciplinary units which centered around the importance of education, decision making skills, critical thinking skills and career awareness were developed. The project administrator obtained material; arranged initial and culminating experiences for each unit; evaluated each unit; led a teacher workshop; and supervised and maintained the project. The results of the practicum were positive. An analysis of the results indicated that students had more positive attitudes when there were hands-on opportunities. Students were allowed to work in small groups in order to have collaborative learning experiences. Teachers understood the requirements of other teachers and spaced their assignments. Following a calendar demanded preplanning, but it also gave focus for the entire time of the unit. Teachers enjoyed working together as a team and began, in addition, to plan small units of their own. The appendixes include survey and evaluation forms. (25 references) (ABL)

Descriptors: Adolescents; *Attitude Change; Black Students; *Dropout Programs; *High Risk Students; *Interdisciplinary Approach; Junior High Schools; Middle Schools; Potential Dropouts; Preadolescents; Program Effectiveness; *Student Attitudes

Identifiers: *Middle School Students

ED328647 UD027907

The Design and Implementation of a Mentor Program To Improve the Academic Achievement of Black Male High School Students.

Laughrey, Michael C.
Dec 1990
59p.; Educational Specialist Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

This practicum paper describes the design and implementation of a mentoring program to improve the academic achievement of black male urban high school students. The program utilizes black adult mentors from both the community and the school's faculty. Mentors function as role models, advisers, and resource persons. The program design includes the following components: (1) a school-based committee responsible for program implementation and for identifying student participants; (2) training for mentors; (3) periodic progress reports prepared by mentors; (4) after-school tutoring; (5) small group counseling; (6) career planning; and (7) program evaluation based on improvement in student test scores. Most of the program was funded from the regular school budget, with supplementary funds provided by the Parent Teachers Association. The program did not meet its overall goals for improving student test scores by one full point, perhaps because the target was unrealistic. However, participants did show improvement in attendance, test results, and postgraduation planning. The following materials are appended: (1) a list of 18 references; (2) 6 tables of statistical data; (3) a student progress report form; and (4) a mentor handbook developed by the school committee. (FMW)

Descriptors: *Academic Achievement; Black Achievement; Black Education; *Black Students; *Dropout Prevention; Dropout Programs; High Schools; High School Students; *Males; *Mentors ; Potential Dropouts; *Program Design; Program Implementation Urban Schools

ED328452 SE051934

A Study of the Self-Paced Math Lab Approach to Developmental Algebra Compared to the Traditional Lecture Method at Brenau. Learning Theory and Applications.

Robinson, Patricia W.
May 1990
32p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

This study was an initial effort at Brenau College (Georgia) to analyze the relative effectiveness of a self-paced math lab approach to developmental pre-college algebra. Students enrolled in 1988-89 were taught under the lecture method; this applied to students needing both developmental arithmetic and developmental algebra. During the subsequent academic year (1989-90) subjects were divided into two groups: (1) students needing both developmental arithmetic and developmental algebra were placed in the math lab format; and (2) students needing only developmental algebra were placed in the lecture format. Three assessments were made. In the third of these, the differences in student performance prepared under the lab format in 1989-90 were compared to the lecture delivery format of 1988-89; the laboratory format produced the significantly higher mean score. This study includes an introduction, background and significance, procedures, results, and discussion, implications, and recommendations. (KR)

Descriptors: Algebra; Arithmetic; Cognitive Development; College Mathematics; Community Colleges; *Developmental Studies Programs; Higher Education; Individual Characteristics ; *Individualized Instruction; *Lecture Method; *Mathematics Achievement; Mathematics Education; *Pacing; Postsecondary Education; Pretests Posttests; *Remedial Mathematics; Teaching Methods

Identifiers: Brenau College GA

ED328401 SE051873

The Development and Implementation of a Program To Promote Secondary Level Science Research Education.

Lee, Ronald R.

Jul 1990

184p.; M.S. Practicum Report, Nova Univesity. Contains some broken type which may not reproduce well.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN91

Target Audience: Researchers

The insufficient educational backgrounds of secondary level science teachers and lack of student involvement in science were addressed by the implementation of a comprehensive science research program. A pretest was employed to measure the weaknesses of the science teachers at the target school. Learning strategies based upon pretest results were implemented to upgrade the skills of the science teachers. Workshops were developed to instruct the teachers in the area of science research. Results indicate a substantial improvement in the background knowledge of the science teachers. Student participation in science at the target school also improved. Included are the purpose, research and solution strategy, methodology, results, and recommendations. The pretest, the analysis of results, and a research handbook are appended. (Author/KR)

Descriptors: Faculty Development; High Schools; *Inservice Teacher Education; Pretests Posttests; *Science Education; *Secondary School Science; *Student Participation; Teacher Effectiveness; Teaching Methods; *Teaching Skills; *Workshops

ED328365 PS019440

Reducing the Suspension Rate among the Disaffected Elementary School Population.

Rosado, Robert J.

1991

65p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN91

Target Audience: Practitioners

An assistant superintendent for curriculum and instruction implemented and evaluated a practicum intervention designed to reduce the suspension rate among disaffected elementary school students through a counselor intervention program. Goals of the practicum were to reduce the suspension rate among previously suspended students and decrease the number of potential suspensions by counseling students before a suspension situation occurred. During a 3-month period, students participated in a program in which they learned to identify their problems, get along with peers, use appropriate conflict resolution strategies, and receive rewards for their success. Parents, staff, counselors, and students participated in the program. Evaluation data indicated that the suspension rate was reduced dramatically and school staff used counselors in the program to prevent suspensions of disaffected students. Appendices provide a behavior problem documentation form, a sample clinical journal, a student referral form, a student contract, teacher feedback forms, and a sample letter to parents. (Author/RH)

Descriptors: Conflict; *Discipline Problems; Elementary Education; *Elementary School Students; Interpersonal Competence; *Intervention; Rewards; Role Playing; School Counseling; *Student Improvement; *Suspension

ED328364 PS019439

Raising the Level of Self-Concept, Attitudes, and Academic Achievement of Black Male Students, Ages 8-12, through Art and Cultural Heritage Materials.

Rolle, Sandra

1990

109p.; Ed.D. Practicum, Nova University. Samples of children's writing may not copy well.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN91

Target Audience: Practitioners

An experienced art teacher working with students in grades two through six implemented and evaluated a practicum intervention designed to improve the self-images of male black students, their academic accomplishments, and their feelings of pride in their school. Five actions were taken to attain the objective: (1) cultural materials produced by blacks were integrated into the art curriculum; (2) artwork of black students was displayed in the school and community; (3) seminars on parenting for black parents were developed and implemented with the assistance of the school counselor; (4) role models from various professions spoke of or demonstrated their talents; and (5) faculty were given research literature on black children's learning styles and black culture, family, and achievements. Evaluation data indicated that the intervention was mainly successful. Students increased their self-confidence and classroom competence. However, in some teachers' opinions there was less student improvement in academic effort and classroom behavior. Students improved in attitudes toward school, school subjects, and studying, and parents became more involved in their children's school. Measures used, and other related materials, are appended. (RH)

Descriptors: *Academic Achievement; Academic Failure; *Art Expression; Behavior Problems; *Black Students; Cultural Enrichment; Elementary Education; Elementary School Students; *Males; Parent Education; Parent Participation; *Self Concept; Self Esteem; *Student Attitudes; Student Improvement

DIALOG File 1: ERIC _ 66-92/FEB.

ED328353 PS019395
A Model Information Workshop for Prospective TK Parents.
Johnson, Donna M.
Jul 1990
89p.: Master's Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

A kindergarten teacher implemented and evaluated a practicum intervention designed to improve an elementary school's communication with parents concerning its transitional kindergarten program. Implementation occurred over 10 weeks and involved the formation of a committee to approve the plan of action; meetings with seven kindergarten teachers to discuss the coordination of parent-teacher conferences; implementation of parent-teacher conferences attended by kindergarten teachers and parents of children recommended for the transitional program; implementation of two informational programs for parents; and a visit of prospective transitional students to the transitional kindergarten class. Parent survey data suggested that the outcomes of the intervention were positive. Related materials, such as objectives of the transitional kindergarten program, parent survey instruments, and a description of the program's whole language approach to the kindergarten curriculum, are appended. (RH)

Descriptors: *Communication (Thought Transfer); *Kindergarten; *Parent School Relationship; *Parent Teacher Conferences; Primary Education; *Transitional Programs; Workshops

ED328351 PS019366
Achieving Student Mastery Learning of Fifth Grade Minimal Standards for Computer Literacy through the Development and Use of a Computer Literacy Program.
Dafeldecker, Cheryl Temple
Jun 1987
36p.: Master's Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

A teacher in gifted education implemented and evaluated a 9-week practicum intervention designed to: (1) produce computer literacy materials that would enable fourth and fifth graders to meet minimal standards for computer literacy in Florida; and (2) produce corresponding in-service materials for teachers. A teacher's manual was developed from county materials and other public domain materials on computer instruction. The manual correlated materials and activities to minimal standards, and organized them in a logical, teachable progression. A student's booklet was compiled from the activities and materials in the teacher's manual. Included were activity sheets; cut-and-paste pages; and informative pages on terms, procedures, and facts. Two 45-minute in-service sessions were conducted with participating teachers. After teachers had mastered the minimal standards, the program was implemented in classrooms. Target teachers were asked to teach the computer literacy program at least twice a week for 30 minutes per lesson. Evaluation data revealed that 55 of 181 target students achieved a posttest score of 80 percent or better. Teachers improved significantly in knowledge of computers. Measures and instruments are appended. (RH)

Descriptors: *Computer Literacy; *Curriculum Development; *Elementary School Students; *Elementary School Teachers; Grade 4; Grade 5; *Inservice Teacher Education; Intermediate Grades; Learning Activities; Mastery Learning; Teaching Guides ; Workbooks

ED328295 JC910084
The Development of a Professional Activities Handbook Governing Financial Assistance to Staff as Funded by the Title III Grant. Human Resources Development.
McKinnon, Norma M.
Jan 1991
82p.: Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Maine
Journal Announcement: RIEJUN91

In an effort to more effectively and efficiently administer Title III funds received for faculty, staff, and administrator development activities, the Northern Maine Technical College (NMTC) created a professional activities handbook for distribution to all college employees. This practicum report details the procedures undertaken in developing the handbook and includes a copy of the handbook itself. After chapter 1 provides a brief introduction to the project, chapter 2 offers a review of the literature on development activities, including issues of planning and evaluation, communication of program design, considerations for staff and part-time faculty, and handbook development strategies. Chapters 3 and 4 describe the handbook development process at NMTC (which included an analysis of the technical college system's travel guidelines, collective bargaining agreements, and a review of development handbooks from other colleges and universities), and its results. Chapter 5 concludes with a list of recommendations for developing the professional activities handbook. The handbook itself includes a cover letter for employees, and presents information on the mission, philosophy, and objectives of professional and personal development activities. It also describes and diagrams the organizational structure for staff development; presents institutional policies, procedures, and guidelines for participating in development activities; and provides sample

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

forms and activity reports. Development activities covered in the handbook include academic courses, national conventions, on- and off-campus workshops, college forums, faculty and faculty/industry exchanges, internships, certification/recertification, sabbaticals, and unpaid leaves of absence. (GFW)

Descriptors: College Faculty; Community Colleges; *Faculty Development; *Faculty Handbooks; Federal Aid; Inservice Teacher Education; Management Development; *Material Development; Organizational Objectives; *Professional Development; Sabbatical Leaves; Staff Development; Technical Institutes; Two Year Colleges; Workshops

Identifiers: Northern Maine Technical College; Title III Strengthening Institutions Program

ED328291 IR053453

Using "Reader's Guide to Periodical Literature" on CD-Rom To Teach Database Searching to High School Students.

Kern, Joanne F.
Jun 1990
58p.; Education Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

The lack of opportunity for high school sophomores to learn database searching was addressed by the implementation of a computerized magazine article search program. "Reader's Guide to Periodical Literature" on CD-ROM was used to train students in database searching during the time they were assigned to the library to do research papers for English classes. All students were trained to use the print index and a sample group was trained on the computer through group instruction, demonstration, observation, and a hands-on-search. Students in the sample completed user survey forms from which success was measured by articles found, student preference of search method, and the perceptions, ease of use, and success reported by the students. The results indicated that the database sample group outperformed the print index slightly in the number of articles found, and that the electronic database was generally easy for the students to use. Students nearly all considered their searches successful and preferred the database search method. It was concluded that high school students can confidently use a user-friendly database with a little training and a monitor to provide troubleshooting help. Appendices include a guide on how to search "Readers' Guide" on the computer, user survey forms, and student data. (Author)

Descriptors: Bibliographic Databases; Computer Literacy; High Schools; *High School Students; Indexes; Intermode Differences; *Learning Resources Centers; Library Skills; *Online Searching; *Optical Data Disks; School Libraries; *Search Strategies; *Teaching Methods

Identifiers: *Readers Guide to Periodical Literature

ED328282 IR053442

A Plan To Reduce Library Book Losses.

Craig, Darlene S.
Jun 1985
63p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: THESIS (042); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

The author researched and adapted ways to promote responsibility for library books. The program's aims were to reduce and retrieve lost library books that were reported on the inventory check and to make students, parents, and teachers aware of the problems and the importance of being responsible library users. Introduction to the project was done in three stages. Presentations were made to staff (team) leaders who presented the plan to team members. Intercom announcements were made to the student body. Project intentions were explained to parents via the school newsletters. By the end of the project fewer books were missing than had previously been reported. Students showed an awareness for the importance of being responsible about books through their actions and behavior. This is illustrated by an entire grade level returning all library books before the last day of school. (Appendices include classroom activities, book lists, newsletter information, and figures indicating decreases in book loss.) (Author)

Descriptors: *Books; Elementary Education; *Learning Resources Centers; *Library Circulation; School Community Relationship; School Libraries; *Stealing; *Student Responsibility; Student School Relationship; *Values Education

ED328157 HE024210

A Description of the Study Skills of Students Enrolled in Introduction to Psychology at Phoenix College: Societal Factors Affecting Education.

Gibney, Marian
Jan 1991
57p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEJUN91
Target Audience: Researchers

This study compared the scores of 60 students enrolled in Introduction to Psychology at Phoenix College (Arizona) to national norms on the Study Skills Inventory. The study also analyzed gender differences and compared ethnic groups and age groups. Results indicated that the Phoenix College sample closely reflected the national norm. No clear pattern of differences in study skill scores emerged for gender or

(cont. next page)

ethnicity, while older students scored higher than younger students as well as higher than the national norm. It was concluded that the national norm could be used as a standard against which scores of Phoenix College students could be compared. (20 references) (JDD)

Descriptors: *Age Differences; *Cultural Differences; *Ethnic Groups; Higher Education; Introductory Courses; *Norm Referenced Tests; Psychology; *Sex Differences; Standardized Tests; *Study Skills; Test Norms; Undergraduate Students

Identifiers: Phoenix College AZ

ED328141 HE024186

The Collection, Analysis and Presentation of Enrollment and Service Area Data To Support the Strategic Planning Process at Phoenix College. Emergence of Higher Education in America.

Gibney, Marian

Sep 1990

34p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEJUN91

The study described in this report was designed to determine student enrollment trends and the service area of Arizona's Phoenix College (PC). Headcount and full-time student equivalent (FTSE) data were collected for fall semesters from 1985 through 1989. The average yearly change in enrollments was calculated and presented in table and graph formats. To determine the PC service area, enrollment totals by zip code were collected for fall 1989 from which a map of the service area was drawn. It was revealed that PC day headcount increased an average of 4.04% per year, and day FTSE increased on the average of 1.92% per year. Evening headcount declined an average of 1.38% per year, and evening FTSE declined an average of 1.76% per year. Zip code analysis showed that approximately 70% of the students at PC lived within an area less than six miles in radius, and enrollment from zip codes that include major thoroughfares extended beyond the six-mile radius. It was concluded that the overall average enrollment trend over the past 4 years at PC has been stable; average growth was approximately 1% per year. Additional enrollment trend studies are recommended, including an examination of trends within demographic subdivisions such as age, gender, and ethnic identity. Contains 14 references. (GLR)

Descriptors: College Attendance; College Bound Students; College Planning; *Enrollment Trends; Higher Education; Institutional Research; Practicum Papers; Research Methodology ; School Statistics

Identifiers: *Phoenix College AZ; Strategic Planning; Zip Codes

---

ED328042 EC300007

Improving the Personal Fitness of Secondary Trainable Mentally Handicapped Students through Aerobic Exercise.

Buchik, Nancy T.

Jul 1990

61p.; M.S. Practicum Report, NOVA University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN91

A program was developed to improve the physical fitness of 15 trainable mentally retarded students in a special school. Preliminary surveys of parents and teachers and observations of students indicated that the majority of students in the targeted group were physically unfit and exhibited poor attitudes about physical exercise. A daily walking/exercise program of 15 minutes was developed and implemented. Subjects walked for 3 days a week and exercised with an exercise record or video the other 2 days. Short and long term reinforcers based on walking mileage achieved were used to motivate the students. Evaluation indicated lowered resting heart rates in 73% of the targeted group, lowered exercise heart rate in 33% of the group, and increased distance walked in 15 minutes by 53% of the group. In addition, a survey of parents, teachers, and job coaches indicated an overall improvement in attitudes of the students toward exercise. Appendixes include the pre- and post-parental surveys with results, the parental consent letter, the results of resting and exercise heart rate tests, and distances walked. Includes 14 references.

Descriptors: *Adapted Physical Education; *Moderate Mental Retardation; Needs Assessment; Physical Fitness; Program Development; Program Effectiveness; Secondary Education; Special Schools; *Student Attitudes

---

ED327854 CS212622

Developing Critical Thinking Skills and Improving Expressive Language through Creative Writing.

Goodman, Harriet E.

Dec 1990

100p.; M.S. Practicum, Nova University. Some of the handwritten materials in the appendixes may not reproduce clearly.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN91

A practicum was conducted to develop critical thinking and improve expression through creative written language utilizing precision teaching as an evaluation of student performance. Six students (grades second through sixth) with low idea

(cont. next page)

generation and few organization skills were trained by three teachers and a teacher advisor using brainstorming techniques, plot diagramming, and story maps. Analysis of the writing samples revealed significant improvements when students were structurally trained. This verified the importance of a step-by-step educational approach for students with writing difficulties. Students learned to think more systematically and planned and organized thoughts as the stories were being written. (Four tables are included. Appendixes include: precision teaching semi-logarithm charts; task sheets; creative writing samples; learning methods--keycards, kina-writing, sensing stimulus, vocabulary game; teaching methods--story maps, diagramming, and webbing. Twenty-eight references are attached.) (MG)

Descriptors: Brainstorming; Creative Activities; *Creative Writing; Critical Thinking; Descriptive Writing; Elementary Education; Expository Writing; *Expressive Language; Learning Strategies; *Thinking Skills; Writing Difficulties; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills; *Writing Strategies

Identifiers: Childrens Writing; Story Maps; *Writing Development

ED327826 CS010383

The Development of a Program to Increase Listening Skills in First Grade Students through Storytelling.

Fischer, Debra L.
Dec 1990
138p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

A practicum was conducted to improve the listening skills of a first grade class in a public elementary school in a mostly Hispanic residential community. A listening program was developed and implemented to increase listening skills. Storytelling was the main strategy used, and it was implemented daily. Other listening activities were also incorporated into the curriculum to aid in listening improvement. The results were favorable and showed significant gains. Listening skills improved in all the students on the pre- and posttest and improvement was also noticed on the Stanford Achievement Test in listening comprehension. The teacher increased the number of stories read daily and recognized the importance of oral reading to improve listening skills. Parent involvement seemed enthusiastic and cooperative at first; however, few weekly monitoring sheets were returned to indicate that parents were reading aloud to children at home. It was concluded that reading orally to students on a daily basis should be an integral part of the curriculum in order for listening skills to improve. Appendixes include sample pre- and posttest, sample checklists for teacher, sample monitoring sheet, sample parent letter and questionnaire, sample listening activities used during implementation, a handbook of books/stories read during implementation, and handouts given to teachers. (Author/MG)

Descriptors: Aural Learning; Childrens Literature; Grade 1; Instructional Effectiveness; *Listening Comprehension; *Listening Habits; *Listening Skills; Parent Participation; Primary Education; *Reading Aloud to Others; *Story Reading

Identifiers: Stanford Achievement Tests

ED327790 CG023094

Development of a Youth Worker Position on the Multi-Disciplinary Team in a Short Term Residential Crisis Center for Adolescents.

Doll, Elizabeth
14 Dec 1990
32p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

The present structure of the multi-disciplinary team in crisis centers for adolescents lacks training for youth workers in the decision-making process. This report discusses the development of a youth worker position on a multi-disciplinary team in a short-term residential crisis center for adolescents. Three youth workers, for a period of 3.5 weeks, participated in a multi-disciplinary team whose objectives were to improve the youth workers' decision-making abilities, to change the role of the discipline within the agency, and to evaluate the training. The report is divided into five chapters: (1) introduction; (2) a study of the problem; (3) goals and objectives; (4) solution strategies; and (5) results, conclusions, and recommendations. Survey results indicated a very positive response from participating youth workers and a sense that the objectives had been reached. The report concludes with plans to legitimize the system in the future. A one-page bibliography is included, and pre- and post-implementation questionnaires are appended. (TE)

Descriptors: Adolescents; Caseworkers; Cooperation; *Crisis Intervention; Decision Making; *Interdisciplinary Approach; *Mental Health Workers; Problem Solving; *Teamwork; *Youth Agencies; Youth Problems

ED327760 CG023064

Development of a Teacher-Parent Communication Program To Achieve Higher Academic Performance for Failing Tenth Grade Students.

Sexton, Patrick A.
Dec 1990
91p.; Practicum for Master of Educational Specialist degree, Nova University.
EDRS Price - MF01/PC04 Plus Postage.

(cont. next page)

Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN91

This practicum proposal was directed at a targeted group of 10th grade students (n=40) failing after the first 3 weeks of school in either mathematics, science, or English. The Teacher-Parent Communication Program was designed to increase communication between teachers and parents to improve the academic performance of low-achieving high school students. For 12 weeks, teachers completed a teacher-parent contact log under the appropriate categories to track their attempts at communication with parents of the targeted students. The program results reflected improvement in grade point average, class assignment completions, critical thinking skills (organizing data, constructing logical arguments, and problem solving), and student attendance rates. The appendix includes monitoring procedures, program guidelines, and project results. (TE)

Descriptors: Academic Achievement; *Failure; Family School Relationship; *Grade 10; High Risk Students; High Schools; High School Students; Low Achievement; Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Underachievement

---

ED327667 CE056685

Comparison of Self-Directed Learning Readiness of Fire Executives to the Norm and Public Managers.

Clark, Burton A.
Sep 1989
27p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUN91

A study was conducted to compare the self-directed learning readiness of National Fire Academy (NFA) fire executive development students to the theoretical norm and to other public managers. Procedures included testing 30 NFA fire executive development students with the Self-Directed Learning Readiness Scale (SDLRS). The distribution of fire executives' SDLRS scores were compared to the theoretical norm and to a group of 76 public managers. This comparison was made statistically with the chi-square goodness of fit calculation. The findings indicated that the fire executives' distribution of SDLRS scores was statistically higher than the theoretical norm and public managers. Although the fire executives scored higher than the public managers, 30 percent of the fire executives had only average scores on the SDLRS, which was judged to be unacceptable. This judgment was made because the literature indicated that professionals need a high degree of self-directed learning to be successful. Recommendations included the identification, implementation, and evaluation of a learning contract instructional methodology to be incorporated into the existing fire executive development course. (Includes 16 references and the SDLRS.) (Author/KC)

Descriptors: Administrators; Adult Education; Cognitive Style; *Fire Fighters; *Fire Science Education; *Government Employees; *Independent Study; *Management Development; Professional Development; Self Determination; *Student Motivation

Identifiers: Self Directed Learning Readiness Scale

ED327475 SO030480

Enhancing Global Awareness through Simulated Travel.

Morlan, Denise E.
Jun 1990
44p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

Geographic illiteracy is prevalent in schools today. The objectives of this practicum were to increase 85 percent of the target group's geographic knowledge by 40 percent and to increase parental involvement with the academic success of the student by 40 percent. Activity sheets were created covering political boundaries, landforms, neighboring nations, and practice/review maps. A student/parent/teacher communication form was developed. It was noted that geographic literacy was increased. Appendices include pre/posttest, student/parent/teacher communication form, student/parent/teacher awareness checklist, activities checklist, and pre/posttest percentage comparison. (Author/DB)

Descriptors: Area Studies; Cultural Awareness; *Geographic Regions; Geography; *Geography Instruction; *Global Approach; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; Physical Geography; Political Divisions (Geographic); Student Educational Objectives; *Teaching Methods; *Travel; *World Geography

---

ED327474 SO030479

The Design and Implementation of a Program for Increasing Recognition and Appreciation of American Songs in Conjunction with the Teaching of American History to Gifted Fifth Graders in a Self-Contained Classroom.

McCollister, Beverly Chase
Aug 1989
101p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

This practicum introduces a program that increases the

(cont. next page)

exposure time to music in the elementary classroom by integrating U.S. music with the teaching of U.S. history. A pretest and posttest were employed to identify increases or decreases in students' abilities to identify U.S. music and its relationship to specific lifestyles or periods of U.S. history. In addition, pre- and post-attitudinal appreciation surveys were given. Students participated in music activities in correlation with U.S. history. The results indicated that significant gains were made in the identification of U.S. songs. There also was some increase in the appreciation of U.S. songs. It was concluded that incorporating music in the teaching of U.S. history increases the students' ability to identify songs from specific periods or lifestyles of history while increasing exposure to music in the elementary classroom. Appendices include pretests and posttests, background information on the songs, sample activities, and charts of test scores that were used to evaluate progress and final success. (Author/DB)

Descriptors: *Academically Gifted; Class Activities; *Curriculum Development; Grade 5; *Interdisciplinary Approach Intermediate Grades; Music Activities; *Music Education; Teaching Methods; *United States History

---

ED327473 SO030478

Alleviating Prejudice among Ninth Grade World History Students.

Weston, Bonnie Walker
Aug 1990
102p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

The high level of prejudice in an average 9th grade world history class was addressed by the implementation of a custom-designed prejudice reduction program. Lessons were drawn from "The Prejudice Book" (Shiman, 1979); "A World of Difference" (Anti-Defamation League of B'nai B'rith, 1986); and "Hands Across the Campus" (Tiara, 1981). Lessons were selected based on the sensibilities and abilities of the target group. Where possible, lessons from regular world history curricula were incorporated into the practicum topic. Results indicated reduction of prejudice as compared on pre- and posttests. It was concluded that carefully selected prejudice reduction activities and attention to opportunities within the regular curriculum can reduce prejudice. Appendices include sample lessons, surveys, and directions for activities and assignments. Tables provide student data. (Author/DB)

Descriptors: Class Activities; Ethnic Studies; Grade 9; High Schools; History Instruction; *Intergroup Relations; *Racial Bias; Sociology; Stereotypes; *Student Attitudes; Teaching Methods; World History

---

ED327457 SO030418

Improving Social Studies Achievement: An Interdisciplinary Approach.

Kaminski, Lindalee
Jul 1989
88p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

A high percentage of students in a second-grade class with low socioeconomic characteristics demonstrated exceptionally low achievement in social studies. The problem was addressed by the implementation of an interdisciplinary program to increase basic skills in all areas of the curriculum. Activities designed to increase the target group's understanding of social studies concepts while practicing skills in reading, language arts, mathematics, and science were incorporated into all subject areas utilizing a whole language approach. An emphasis on critical thinking and daily news events allowed for student growth in inferential comprehension and the formation of attitudes about the world. The results indicated a significant increase in social studies achievement for all target group members (N=16). Students also demonstrated positive affective changes as their concern and interest in the news increased. Appendices include diagnostic and observation sheets, sample testing instruments, and additional student data. (Author)

Descriptors: *Academic Achievement; Basic Skills; Civics; Critical Thinking; Current Events; *Curriculum Development; Elementary Education; Grade 2; *Interdisciplinary Approach; *Learning Problems; Low Achievement; Primary Education; *Skill Development; *Social Studies; Thinking Skills; Whole Language Approach

---

ED327456 SO030417

A Plan To Implement Meaningful Observation of Local Governmental Bodies by Students in U.S. Government Classes.

Grauberger, Eldon
Apr 1986
50p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Nevada
Journal Announcement: RIEMAY91

A program of observation of local government bodies was implemented to make 12th grade U.S. government students aware of their local governments and how local government affects them. The program consisted of three components: orientation, implementation, and evaluation. The students were given a slide presentation and an information packet that explained the program and its requirements. The packet also gave a

(cont. next page)

description of the groups the students would be observing and a map that showed the locations of the meetings. The students had 5 weeks in which to complete three observations, not less than one hour each in duration, of three different types of governmental bodies--local legislative bodies, advisory boards, and trial courts. They were given worksheets on which to record pertinent information with spaces for sign-in, sign-out, and an official's signature. As a follow-up, each class discussed what had been observed at the meetings, and a posttest was given to measure how much had been learned, comparing its score with that of a pretest given at the beginning of the program. Students scored an average of 25 percentage points higher on the posttest than on the pretest. Though somewhat apprehensive before the observations, students on the whole reacted favorably to the program. Appendices include documents sent to gather information, the students' packet, the pretest-posttest, and a chart showing the students' reactions to the program. (DB)

Descriptors: Citizen Role; *Citizenship Education; City Government; County Officials; Courts; Experiential Learning; Governing Boards; Government (Administrative Body); Grade 12; High Schools; *Local Government; Pretests Posttests; Public Affairs Education; Student Reaction; *Teaching Experience; Teaching Methods; *United States Government (Course); Urban Planning

ED327455 SO030415

Developing an Understanding of Haitian Culture through Select Social Studies Objectives in a Class for Learning Disabled Students.

Paggett, Camilla Felicia
Jun 1986
36p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

Designed to introduce global perspectives in a sixth-grade class for learning disabled students, this program was designed to help students develop an understanding of Haitian culture and a sense of empathy for persons of Haitian background. The program contained seven strategies: film watching, game playing, food sampling, class discussions, story reading, Gestalt strategies, and societal media involvement. At the conclusion of the 10-week program, all of the students showed a significant gain in understanding Haitian culture and a sense of caring for students of Haitian background. Understanding and empathy are crucial in schools where many Haitian children attend, but the methods and strategies can have broad applicability. Pretests and postests, an attitudinal questionnaire, and a weekly questionnaire were used to monitor student progress; these are contained in the appendices. (DB)

Descriptors: Cultural Awareness; Cultural Differences; Educational Research; *Foreign Culture; Global Approach; Grade 6; Immigrants; Intermediate Grades; *Learning Disabilities; Learning Strategies; *Multicultural Education; Social Studies Special Needs Students; Student Attitudes; Student Educational Objectives; Teaching Experience; *Teaching Methods

Identifiers: Haiti; *Haitian Culture

ED327383 SE051828

Developing and Implementing a Parental Awareness Program To Enhance Children's Mathematics Performance and Attitude.

Goldberg, Susanne
1990
126p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); INSTRUCTIONAL MATERIAL (051); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Parents

The goal of this practicum was to involve parents in their children's mathematics learning. To accomplish this aim, efforts were made to improve children's performance and attitudes toward mathematics; to enable teachers to recognize the value of activities and games as an alternate to learning by rote; and to offer opportunities for parents to participate in workshops in order to obtain the knowledge necesary to help their children with mathematics, to explore various activities, and to have a hands-on experience with math materials to use at home. The implementation consisted of meeting with children in grades three through six to introduce them to exciting and stimulating math activities in order to show them that math can be an enjoyable subject. Six workshops for parents were designed to discuss pertinent information and mathematical activities they could use at home to improve their children's achievement and attitude towards math. Measurement of objectives was achieved by observation; the feedback of children, teachers, and parents; and responses to an evaluation form designed to reveal parental reactions to the program. Included are the introduction, study of the problem, anticipated outcomes and evaluation instruments, solution strategy, results, discussion, and recommendations. Appended are the evaluation forms, recommendations for parents, letters to parents, description of number tricks, sample of children's activity sheets, description of games played, sample of activity sheets distributed to parents, and math challenges. (Author/KR)

Descriptors: Arithmetic; Elementary Education; *Elementary School Mathematics; Homework; *Learning Activities; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Parent Participation; *Parents as Teachers; Parent School Relationship; *Workshops

DIALOG File 1: ERIC _ 66-92/FEB.

ED327382 SE051827
A Computer Program To Increase Comprehension of the Cartesian Rectangular Coordinate System in High School Pre-Algebra Students.
Exley, I. Sheck
Aug 1989
87p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

The high percentage of high school pre-algebra students having difficulty learning the abstract concept of graphing ordered pairs on the Cartesian rectangular coordinate system was addressed by the creation and implementation of a computer-managed instructional program. Modules consisted of a pretest, instruction, two practice sessions, and a posttest. To increase motivation and thereby enhance learning, the practice modules were designed in the form of a game. Included are the purpose, research and solution strategy, method, results, and recommendations. Appended are sample tests, student data, user and programming documentation, and flowcharts. (Author/KR)

Descriptors: *Algebra; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software; Educational Games; Equations (Mathematics); *Graphs; High Schools; Mathematics Education; *Problem Solving; *Secondary School Mathematics
Identifiers: *Cartesian Coordinates

ED327381 SE051826
Computer Education for Teachers of Young Children: A Developmentally Based Training Module.
Shipley, Dale
1990
166p.; Ed.D. Practicum, Nova University. Contains some light type which may not reproduce well.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

This practicum was designed to solve a problem related to the provision of a computer training component for students enrolled in an early childhood education teacher training program. Increasing pressures on graduates of the training program to integrate computers and educational software into programs for young children as well as the students' interest in developing computer skills specifically related to early childhood education made it necessary to design a computer training module which could be integrated into existing classroom hours in a tightly scheduled training program. Previous experience, skill levels, and goals with respect to computer training were surveyed. A module of computer training was designed by means of which much of the content would be addressed through independent study, assignments, and projects. A computer laboratory component was included to facilitate hands-on experience and the evaluation of educational software. The focus of the module was on the selection and integration of developmentally appropriate software into the regular curriculum for young children, in order to promote children's progress in the affective, cognitive, and physical domains. Included are the introduction, study of the problem, anticipated outcomes, evaluation instruments, solution strategy, results, conclusions, and recommendations. Appended are a copy of the survey, a list of professional development courses on computer literacy, the course outline, a computer literacy game, a computer field report assignment, a computer module outline, a computer literacy handout, a curriculum chart outline, an example of a student's diagram outlining classroom arrangement of learning centers, software evaluation forms, a module test, a module evaluation form, and an inventory of software for the early childhood education computer education module. (Author/KR)

Descriptors: Cognitive Development; *Computer Software Evaluation; *Computer Uses in Education; Concept Formation; Elementary Education; Higher Education; Perceptual Development ; Piagetian Theory; Preservice Teacher Education; Problem Solving; Programing; Skill Development; *Teacher Education

ED327342 PS019386
Instructing Primary Teachers To Integrate the Curriculum through an In-Service Program.
Wells, Sharon
1990
59p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Practitioners

A practicum intervention designed to enable primary grade teachers to integrate the components of the curriculum by using a thematic approach was implemented and evaluated. Teacher inservice training in developing a theme unit was provided, along with a list of professional references on curriculum integration. Additionally, teachers (n=18) were provided with resources when they needed extra help in organizing the curriculum components. A booklet describing the steps in organizing and integrating the curriculum was developed and presented to teachers. Practicum evaluation data indicated that outcomes were positive. Participating teachers learned a strategy by which to develop a theme to integrate the curriculum. Related materials are appended, including the booklet. Citations number 26. (RH)

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Descriptors: Curriculum Development; *Elementary School Teachers; *Inservice Teacher Education; *Integrated Curriculum ; Postsecondary Education; Primary Education; *Teacher Improvement; *Thematic Approach

ED327341 PS019385

Decreasing the Incidence of First Grade Retention through a Diagnostic-Prescriptive Intervention Program and Teacher In-Service.

Carter, Elizabeth F.
1990
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Practitioners

A practicum intervention designed to decrease the incidence of retention of students in first grade, through a diagnostic-prescriptive intervention program and teacher inservice activities, was implemented and evaluated. Teachers at two schools were aided in the early identification of students at-risk for retention; psycho-educational evaluations were performed; and individual educational plans were made for the students. Additionally, monthly meetings were held with the participating teachers, and a teacher inservice workshop was held. Parents were contacted individually and met as a group. Analysis of evaluation data revealed that although the follow-up surveys did not indicate significant change in teachers' attitudes, the retention rate of students dropped from 13 percent to less than 1 percent. Most of the students demonstrated improved skills; those who did not improve appeared to have significant learning problems and were referred for more intensive educational intervention. Significant attitudinal change was noted among the parents. Appendices provide, among various related materials, the teacher survey, a briefing paper on restructuring the primary grades, and detailed guides for teachers and parents on grade retention. The teachers' guide contains a policy brief on current practice and research evidence on repeating grades in school. Citations number 55. (RH)

Descriptors: Educational Diagnosis; *Elementary School Students; Grade 1; *Grade Repetition; *Incidence; Individualized Instruction; *Inservice Teacher Education; *Intervention; *Prevention; Primary Education

ED327334 PS019376

Nutrition and Its Effects on Learning.

Swensson, Marjorie
Nov 1990
43p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

A 12-week practicum intervention, designed to improve the classroom performance of 17 elementary school students experiencing learning or behavior problems by offering the students nutrition instruction and improving nutritional practices in the students' homes, was implemented and evaluated. Students were requied to agree to: (1) eat a nutritious breakfast each morning; (2) limit sugar intake; (3) eat nutritious snacks; (4) eat more fruits, vegetables, whole-grain and protein-rich foods than previously; and (5) attend nutrition education classes two or three times a week. Parents were encouraged to participate in the project. Nutrition classes provided discussions of films on nutrition topics, tasting parties, cooking experiences, parent education sessions, and instruction on reading labels. Effectiveness of the intervention was evaluated by observations of classroom behavior and pre- and posttesting with the Wide Range Achievement Test (WRAT) and a General Nutrition Quiz. Classroom observations revealed that 50 percent of the students had improved in behavior and were enjoying increased academic success. Most children who altered their eating habits scored higher on the posttest WRAT than those who had not. All participants learned the value of proper nutrition. (RH)

Descriptors: Behavior Problems; *Eating Habits; *Elementary School Students; Grade 4; Grade 5; High Risk Students; Intermediate Grades; Learning Problems; *Nutrition Instruction ; *Parent Participation; *Student Improvement

ED327333 PS019375

Implementing a Video Language Skills Program through the Use of Video Feedback for Developmentally Young Kindergarten Students.

Hay, Ysolene C.
Dec 1990
45p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

A practicum intervention that provided an intensive language acquisition skills program to kindergarten children performing below grade level expectation in language acquisition was designed, implemented, and evaluated. Parents were included through scheduled meetings and newsletters that were developed by the children. The program was designed to: (1) increase children's skill level in the language area of the Systematic Approach to Developmental Instruction (SADI) checklist; (2) increase the developmental age of the children; (3) reduce the amount of time needed for children to complete SADI center activities; and (4) improve the children's critical thinking skills in the areas of organization of data, language analysis

(cont. next page)

and synthesis, and problem-solving. Practicum evaluation data indicated that the intervention was successful. Related materials, such as a survey of parents on language practices in the home, are included. (RH)

Descriptors: Critical Thinking; Kindergarten; *Kindergarten Children; *Language Skills; *Low Achievement; *Parent Participation; Primary Education; Program Implementation; *Student Improvement; Time Factors (Learning)

ED327310 PS019317
Creating Positive Parental Perceptions about Play in a Developmental Kindergarten.
Kubala, Raquel
1990
108p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91

A kindergarten teacher implemented and evaluated a practicum intervention designed to develop positive attitudes among 122 parents concerning their children's learning through play in developmental kindergarten and pre-first grade programs. Teachers reported that parents did not appreciate the benefits of learning through play, and preferred structured academic learning. Play education workshops for parents and a newsletter focusing on play were developed. The four workshops were presented by guest speakers and focused on the topics of: (1) play in learning; (2) the use of critical thinking in play; (3) the importance of playing outside for children's learning; and (4) the use of play in the first grade classroom. Published monthly, the newsletters included articles on play in the classroom, play activities for the home, suggestions for parents about literature on play, and a problem-solving section that enabled parents to ask questions about their children. Evaluation data indicated that the implementation strategy successfully created positive parental perceptions about play. Appendices provide transcripts of interviews, questionnaires and item data, and sample newsletters. Citations number 42. (RH)

Descriptors: Critical Thinking; Developmental Continuity; *Developmental Programs; Early Childhood Education; Grade 1; *Kindergarten; Learning Processes; Newsletters; Outdoor Activities; *Parent Attitudes; *Play; Preschool Education; *Teacher Workshops

ED327308 PS019312
The Development and Implementation of Inservice Workshops To Train Teachers/Administrators in Parent Involvement.
Warm, Rochelle Robinson
1990
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Practitioners

An adjunct faculty member at a community college implemented and evaluated a practicum intervention designed to develop a teacher in-service education program promoting parental involvement and fostering communication between home and school. A series of sequenced in-service workships provided teachers and administrators with knowledge, understanding, and skills related to parental involvement in children's learning at personal, practical, and conceptual levels. Each in-service workshop included a pretest/posttest and a discussion of: (1) federal, local, state, and corporate policies which might affect parents and teachers; (2) family backgrounds directly influencing parental involvement in the schools; (3) effective communication skills; (4) methods for effectively conducting parent-teacher conferences; and (5) methods for increasing home-school cooperation and parental involvement. An evaluation was conducted in order to determine the most and least effective activities and materials in each in-service course. Workshops were offered to early childhood and elementary education teachers and administrators employed by a county school district. Results were positive. Teachers and administrators gained personal, practical, and conceptual knowledge, understanding, and skills concerning parental involvement in children's learning. Appendices provide measures and related materials; a 40-item reference list is included. (RH)

Descriptors: *Administrators; Day Care; Early Childhood Education; Elementary Education; *Elementary School Teachers; *Family School Relationship; *Inservice Teacher Education; *Parent Participation; *Preschool Teachers; Program Implementation; Teacher Workshops

ED327307 PS019310
Improving the Learning Environments of Migrant Preschool Children through Teacher Training.
Powell, James E.
1990
149p.; Ed.D. Practicum, Nova University. Faint type throughout.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Practitioners

Over a period of 9 months, a certified Child Development Associate (CDA) trainer and charter member of the National Association of Migrant Educators implemented and evaluated a practicum intervention designed to improve the learning environments of migrant preschool children through in-service training of migrant teachers, aides, parents, and staff. Three

(cont. next page)

major objectives were aimed at ensuring that: (1) the learning environment would be reflected in the classroom setting; (2) in-service training would focus on a developmentally appropriate curriculum; and (3) teachers would be able to create a daily routine to implement what they learned in in-service workshops. In-service training covered seven areas: personal care routines, furnishings and displays, language and reasoning, fine and gross motor skills, creativity, social development, and adult needs. Results showed that a positive approach, grounded in sound early childhood curriculum guidelines, elicited an overwhelming response from the migrant community. Migrant teachers were able to create a wholesome learning environment. Appendices provide measures, tables of data, a resource list, lesson plans for workshops, related materials, details of workshop activities, and a checklist of learning styles of children from infancy through first grade. Twenty-five references are listed. (RH)

Descriptors: *Classroom Environment; Cultural Awareness; *Inservice Teacher Education; *Migrant Children; Migrant Education; Parent Participation; Postsecondary Education; Preschool Education; *Preschool Teachers; *Program Improvement ; *Teacher Workshops

Identifiers: *Developmentally Appropriate Programs

ED327294 PS019269

Instituting Staff Training in a Large Child Care Center through Development of a Personalized Orientation Plan.

Shreders, Gail
1990
47p.; M.S. Practicum, Nova University. Faint type throughout.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEMAY91
Target Audience: Practitioners

The director of a child care center implemented and evaluated a 10-week practicum intervention designed to provide orientation and training experiences for the center's staff. About one third of the staff were part-time college students; one third were full-time workers with no degree; and one third were full-time professionals with college degrees. Topics covered by the intervention were: (1) classroom management; (2) daily routines and schedules; (3) record keeping; (4) duties outside the classroom; (5) teaching strategies; and (6) professionalism. Subtopics were developed in each of the six areas. Delivery was provided mainly through on-the-job training by mentors. Practicum evaluation data indicated that the intervention was successful. Staff increased in their knowledge of child development, their confidence in their ability to teach young children, their professional attitudes, and their use of developmentally appropriate teaching strategies. (RH)

Descriptors: Classroom Techniques; *Day Care Centers; Early Childhood Education; Professional Development; Record Keeping School Schedules; *Staff Development; *Staff Orientation; Teacher Responsibility; Teaching Methods

---

ED327274 PS019177

Improving First Grade Students' Affective Behavior through Implementing a Self-Esteem Program.

Wasserman, Trudy R.
Apr 1988
82p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Practitioners

A 10-week practicum intervention was implemented with 67 first graders at a small, independent, university-run school in order to improve the children's affective behavior by increasing their self-esteem. The program began with a meeting with parents at which they were informed of the school's emphasis on self-esteem. In-service education was conducted among teachers and the school nurse. Students assessed their preprogram level of self-esteem. The program gave students opportunities to explore their senses of identity, belonging, security, purpose, and competence. In postprogram assessments, parents, teachers, and students observed changes in the students' affective behavior. Appendices provide measures, related materials, and references to 12 resources used in the program. Twenty-five references are listed. (RH)

Descriptors: *Affective Behavior; Childrens Literature; *Elementary School Students; Grade 1; Primary Education; Program Implementation; Resource Materials; *Self Esteem; *Student Improvement

---

ED327273 PS019175

Technical Assistance and Reinforcement for Teachers Implementing a Thinking Skill Model.

Clarie, Joanne
Jul 1990
54p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
Target Audience: Practitioners

A fourth grade teacher in an accredited parochial school implemented and evaluated a 10-week practicum intervention designed to improve nine elementary school teachers' understanding of terminology related to thinking skills and to increase their integration of thinking skills processes into the curriculum. Thinking skills addressed were productive

(cont. next page)

thinking, communication, forecasting, decision making, and planning. Technical assistance was offered in five in-service meetings. The 5-week schedule was designed to enable the modeling and evaluation of the thinking skills at each grade level. Each participating teacher received a Manual of Thinking Skill Terminology. Evaluation data indicated that practicum objectives were attained. Appendices provide survey, observation, and self-evaluation instruments, and the manual of thinking skill terminology. (RH)

Descriptors: Check Lists; *Curriculum Enrichment; Educational Practices; *Elementary School Curriculum; *Elementary School Teachers; Inservice Teacher Education; Intermediate Grades; Program Evaluation; *Thinking Skills

ED327224 JC910035

The Development and Implementation of an Open-Entry/Open-Exit Competency-Based Individualized Nursing Assistant Program.

Jones, Sylvester L.

Nov 1990

58p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

In an effort to increase retention rates among nursing assistant program students, an open-entry/open-exit competency-based individualized program was implemented in 1990 at a small vocational skills center, serving low-socioeconomic adult students. This change was instituted in response to a growing drop-out rate and to difficulties expressed by both students and potential students concerning the traditional program format which required completion of the required courses within one trimester. The individualized system had the following characteristics: open-entry and open-exit; variable learning time; credit granted for work completed; evaluation based on performance; and fixed program content. Class attendance data were collected for the 3-month period prior to program implementation and for the 3-month period after the new program was instituted. A comparison of the two periods produced the following findings: (1) enrollment increased over 107% during the 3-month period following implementation of the competency-based program; (2) enrollment during the 3-month period prior to program implementation showed a decrease of 44%; (3) while traditional enrollees had a 44% dropout rate, there were no dropouts recorded during the first three months of the new program; and (4) the program graduation rate increased by 87.5% after implementation of the competency-based phase. Tables provide longitudinal data on the nurse assistant program dropout rate, and the percentage change in dropout rate for each trade. Skills task lists from the nursing assistant program are appended. (JMC)

Descriptors: Academic Persistence; Access to Education; *Allied Health Occupations Education; *Competency Based Education; Dropouts; *Educational Certificates; Educational Strategies; *Low Income Groups; *Nurses Aides; Postsecondary Education; Program Descriptions; *School Holding Power; Skill Centers; Student Attitudes; Student Attrition

ED327166 IR014791

Development of a Computer Program To Improve Sixth Graders Use of a Local Area Network.

Castoldi, Shirley S.

May 1988

86p.; Educational Specialist Practicum Report, Nova University. Some lines of code in program are illegible.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); COMPUTER PROGRAMS (101)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

This practicum was developed in response to a concern that a week-long orientation program did not eliminate the difficulties experienced by sixth graders in signing onto and using the school's Local Area Network (LAN). Class printouts demonstrated a noticeable discrepancy between the number of skills students were supposed to complete and the actual number completed. To remedy this situation, a computer program was developed to introduce practicum participants to networking; to explain the signing on process in a clear concise way; and to demonstrate the proper use of the computer control keys needed to successfully use the networking software. Results showed marked improvement in the use of the LAN by practicum participants. This tutorial is now recognized as an integral part in the implementation of the school's networking program. Appendices include a pre/post test, charts of student progress made, a glossary, an annotated bibliography of 10 items, and a computer printout of the program comlement. (DB)

Descriptors: *Computer Assisted Instruction; *Computer Networks; Computer Software Development; *Grade 6; *Instructional Design; Intermediate Grades; *Local Area Networks; Middle Schools; Pretests Posttests; Program Implementation

ED327138 IR014756

Keeping Pace with New Technology: An Introduction to Robotics, FORTH, and Artificial Intelligence.

Reck, Gene

Dec 1986

126p.; Master's Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); COMPUTER PROGRAMS (101)

Geographic Source: U.S.; Florida

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Journal Announcement: RIEMAY91

A course was developed to introduce students at a community college to four major areas of emphasis in emerging technologies: FORTH programming language, elementary electronic theory, robotics, and artificial intelligence. After a needs assessment indicated the importance of such a course, a pretest focusing on the four areas was given to students enrolled in the computer science curriculum. During the 16-week semester, students received instruction and completed class projects, including the design and construction of a robot. A posttest revealed an average increase of more than 10 percentage points in each of the four areas, thus indicating successful achievement of the stated outcome objectives. Appendices include testing instruments, test results, robot design diagrams, enhancements included in the fig-FORTH programming language, the course syllabus, programming assignments, and support materials. (18 references) (DB)

Descriptors: Artificial Intelligence; *Computer Science Education; Computer Software; Electronic Equipment; *Instructional Development; Needs Assessment; Postsecondary Education; Pretests Posttests; *Programing Languages; *Robotics; Two Year Colleges

ED327073 FL800290

Teaching ESOL to Adult Competencies.

Davis, Gary A.

Aug 1986

72p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

A program incorporating adult language competencies into adult English-as-a-Second-Language (ESL) instruction is described and evaluated. In the program, a control group of upper intermediate students was taught grammatical skills by traditional methods that do not include experience-based competencies appropriate to adult instruction. An experimental group was taught with techniques incorporating adult competencies. It was anticipated that adult students taught with adult competencies would master each skill better than the control group. The project was conducted in adult evening classes; students were primarily native speakers of Spanish and French. Post-test results demonstrated significantly better performance within the experimental group. Recommendations for inclusion of adult competencies in ESL instruction at other levels are offered. Appended materials include questionnaires used for students and teachers, pre- and post-tests with results, and a placement test. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Adult Education; Adult Literacy; *Adult Students; Andragogy; Classroom Techniques; *Competency Based Education; *English (Second Language); *Instructional Effectiveness; Language Tests; *Literacy; Program Descriptions ; Questionnaires; Second Language Instruction; Student Placement

ED327063 FL019023

Using Whole Language Materials in the Adult ESOL Classroom.

Schiffer, Edward W.

Jul 1989

96p.; Master of Science Practicum Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

A practicum explored the use of instructional materials based on the whole language approach to second language learning in adult English-as-a-Second-Language (ESL) instruction. The approach was implemented in a beginning ESL classroom at an adult education center that had previously used publisher textbooks, which were not thought to provide adequate English language input. The materials selected for whole language instruction were texts designed for adult basic education and written in whole language. Classroom and homework exercises were also developed for use with a national newspaper. Other media (television, movies, songs, and pictures) were used for additional whole language exposure. Quantity and quality of both written and oral language learning and assignment completion among the 17 students were evaluated. Results indicate that the use of whole-language materials promoted language acquisition at a faster rate than the use of commercial ESL materials. A 19-item bibliography is included. Appendixes include step-by-step procedures for using whole language materials in the ESL classroom, sample student progress charts, and a student interest survey. (Author/MSE)

Descriptors: Adult Education; Adult Students; *English (Second Language); *Instructional Materials; Introductory Courses; Media Selection; Second Language Instruction; *Whole Language Approach

ED327027 EC232677

Developing Higher Order Reading Comprehension Skills in the Learning Disabled Student: A Non-Basal Approach.

Solomon, Sheila

Jul 1990

155p.; M.S. Practicum, Nova University. Some parts of document may not reproduce well.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

This practicum study evaluated a non-basal,

(cont. next page)

multidisciplinary, multisensory approach to teaching higher order reading comprehension skills to eight fifth-grade learning-disabled students from low socioeconomic minority group backgrounds. The four comprehension skills were: (1) identifying the main idea; (2) determining cause and effect; (3) making inferences; and (4) distinguishing between fact and opinion. Intervention involved a number of teaching strategies including the Close Reading strategy, Schema theory, the Talents Unlimited model, the Junior Great Books, Thoughtful Reading, and creative writing. Evaluation was based upon pretesting and posttesting of the four skills, use of these skills in creative writing, and changes in attitudes toward the reading program. The program's effectiveness was evidenced by improved test scores, internalization of the creative writing process, and positive attitudes toward reading. Appendices include test scores, parent letters, teacher survey results, tests, non-basal worksheets, checklists for the creative writing process, and a parent-teacher manual explaining creative thinking processes. Includes 22 references. (DB)

Descriptors: Attitude Change; *Creative Writing; *Instructional Effectiveness; Intermediate Grades; Intervention; *Learning Disabilities; *Reading Comprehension; Reading Instruction; *Teaching Methods

ED327023 EC232673

Increasing Higher Level Thinking Skills in Science of Gifted Students in Grades 1-4 through "Hands-On" Activities.

Dindial, Myrna J.

14 Jun 1990

101p.; Ed.D. Practicum, Nova University. Appendixes contain uneven type.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

Target Audience: Practitioners

This practicum was designed to increase higher level thinking skills of gifted students in primary school. The project sought to retrain students from recalling science information from the textbook to a more challenging and active form of learning through individual projects and small group and large group activities. Students were given instruction in questioning content, they learned to ask and answer higher order questions, they practiced critical thinking skills, they had real-life experiences with science, and practice was given in the use of the scientific method. Of the 26 students, at least 19 showed mastery in each area of instruction. Non-mastery by students in grades 1 and 2 was attributed to lack of experience with content and to developmental level. Appendices contain survey forms, a worksheet for understanding content in science, a worksheet for eliciting answers to higher order questions, and checklists for evaluating critical thinking skills and higher order thinking skills. Another appendix describes over 200 science projects for units on plants, weather, rocks and fossils, animals, energy (heat, light, magnetism), and current topics. (31 references) (Author/JDD)

Descriptors: Critical Thinking; Elementary School Science; *Experiential Learning; *Gifted; Primary Education; *Science Activities; Science Instruction; Scientific Methodology; *Student Projects; *Teaching Methods; *Thinking Skills

ED326959 EA022511

Development of a Program Planning Model for Use by Schools and District-Level Departments.

Crawn, Claudia C.

May 1990

93p.; Practicum, Education Specialist Degree, Nova University. Organizational chart has small, filled in type.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY91

A program planning model developed in collaboration with primary decision makers and program planners is described in this study. A 6-month pilot test of the planning document was evaluated by a followup questionnaire of program planners and decision makers. Results indicate that a majority of the respondents viewed the planning model as beneficial. Modified versions of the model are applicable to schools, departmental projects, and the action planning phase of the district's 5-year strategic plan. An annotated bibliography on educational change, long-range planning, planning models, planning variables, and program evaluation contains 32 entries. Appendices contain a proposal for organizational structure, the superintendents' interview form, a planning model checklist, a model monitoring log sheet, and questionnaires. (11 references) (LMI)

Descriptors: *Decision Making; *Educational Change; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Models; Organizational Objectives; Program Development; Program Evaluation; Program Implementation; Program Improvement

Identifiers: *Florida (Palm Beach County)

ED326923 EA022354

Increasing Involvement of Elementary School Teachers in Problem-Solving, Vertical Communication, and Policy Development by Implementing Quality Circles.

Thomas, Grace Gilliard

1989

68p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
The implementation of quality circles to increase elementary school teachers' involvement in problem solving, vertical communication, and policy formation is examined in this practicum report. An attitudinal survey of 44 elementary teachers to document lack of vertical communication yielded 32 responses. A followup survey was administered to the 31 teachers who participated in 3 quality circles over 12 weeks. Findings demonstrate that the practicum met its 3 objectives: 20 out of 31 participants indicated increased involvement in school policy formation, increased sharing of ideas in the work environment, and improved vertical communication. Recommendations for improving quality circles stress the importance of a dedicated and knowledgeable facilitator, cooperative management, and scheduling during regular working hours. Appendices include a teacher opinion followup inventory, teacher attitudinal questionnaire, a quality circle weekly report form, a workshop evaluation form, and a quality circle inservice training posttest. (20 references) (LMI)
Descriptors: Elementary Education; Organizational Communication; Participative Decision Making; Policy Formation ; *Quality Circles; Teacher Administrator Relationship; Teacher Influence; *Teacher Participation; *Teacher Workshops
Identifiers: *Nova University FL

ED326605 CE054778
Making the Team Approach Work: The Development and Implementation of a Staff Training Program.
Berger, Mark Braddon
1990
71p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY91
A 10-week training program in a private nonprofit residential treatment program for children and youth was designed to help a treatment team increase its team functioning skills as measured by a pre- and post-training survey of individual and team effectiveness. The treatment program was located in a rural community and served people from eight states. The treatment team consisted of a unit director, two case managers, two residential/recreation staff, two teachers, and two night counselors. The training program consisted of training and workshops developed to facilitate increased team functioning skills. Individual and team functioning increased or remained the same in 45 of 48 average scores calculated for the pre- and post-training measures. The decreases were measured for the areas of expressing feelings, supporting team decisions, and giving feedback to others. Team members' responses on an evaluation form indicated that members viewed the training favorably. Among the recommendations provided to others who want to implement a team rather than departmental staffing pattern were that administrators must ensure adequate time for staff training, training must be conducted at times other than those already designated for meeting time, and child and youth care administrators must support the use of outside consultants in the training program because program staff often pay more attention to outsiders than to other staff members. (The document includes seven references; copies of pretest, posttest, and evaluation instruments; and outlines of the training program's content.) (CML)
Descriptors: Adolescents; Children; Cooperation; Group Homes ; *Interprofessional Relationship; *Management Teams; *Organizational Development; Personnel Management; Professional Development; *Program Effectiveness; *Residential Care; Residential Institutions; *Staff Development; Teamwork

ED326484 SO030481
Rainbow Around the World: A Multisensory Global Spectrum of Societal Interdependence for Primary Children.
Coltman, Sharon Jane G.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
1987
50p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91
This practicum implemented a 13-week multisensory-based unit of study designed to assist the 25 first grade students in the target population in developing good citizenship. Opportunity for the students to glean an understand that sharing and caring, and interdependence, the major components of good citizenship, are universal necessities was provided. For, as various countries of the world were focused, the similar need for and reality of personally oriented, nationally oriented, and globally oriented interdependence, and sharing and caring were explored. To facilitate a more assured optimum opportunity for the students to develop these understandings, auditory, visual, tactual, and kinesthetic learning activities and devices were very carefully designed and staggered throughout the length of the program. Evaluation at the conclusion of the 13-week program indicated that success had been achieved, with all students attaining 72 percent or higher posttest scores and at least a 13 percent gain over the pre-treatment scores. Appendices include test scores of the target population, evaluation design, teacher survey, student activity samples, and correspondence generated by the project. (Author)
Descriptors: Citizenship Education; *Cross Cultural Studies *Cultural Awareness; Cultural Interrelationships; Elementary Education; Global Approach; *Intercultural Communication; International Education; Learning Activities; *Multisensory

(cont. next page)

Learning; *Teaching Methods; World Affairs

ED326463 SO030155
Developing Leadership Skills in High School Band Students.
Ammerman, David A.
Jun 1987
125p.; M.S. Practicum, Nova Univesity. Best copy available.
Available from: David A. Ammerman, 4794 Squires Drive, Titusville, FL 32796.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91
Target Audience: Teachers; Practitioners

The improvement of leadership skills in high school band students was the aim of the comprehensive program described in this report. The program contained three basic components: (1) administering the Keirsey Temperament Sorter; (2) a series of seminars; and (3) band laboratory activities. Following the administering of the Temperament Sorter, lessons were held with the participants focusing on topics such as motivating students, problem solving, communication skills, goal setting, leadership styles, and characteristics of effective leadership. Students were then given a laboratory opportunity to demonstrate effective leadership utilizing information covered during the seminars. Results of the program showed that the practicum had a powerful influence on the targeted students, with each item on the evaluation form rated as high. Results also showed that 100% of the target students improved their leadership qualities by at least one mean score. Appendices include sample structured interviews, assignments, evaluation forms, and student data. (Author/NL)

Descriptors: *Bands (Music); Communication Skills; Evaluation; *Experiential Learning; High Schools; *High School Students; Instructional Materials; Leadership Responsibility; *Leadership Training; Learning Activities; *Motivation Techniques; Problem Solving; Student Leadership
Identifiers: *Keirsey Temperament Sorter

ED326432 SE051794
An Instructional Alignment Program for Eighth Grade Criterion Referenced Math Objectives.
Ippolito, Thomas J.
Sep 1990
91p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

The high percentage of eighth grade students failing the school district's criterion referenced mathematics test was addressed by the implementation of an instructional alignment program. Program goals included test mastery by 75 percent of the targeted population, establishment of practical significance for the approach, and a reduction in test item difficulty through the use of alignment strategies. A handbook was developed and served as the teacher's guide for the classroom program. Instructional materials were located, developed, and correlated to the criterion objectives by the use of reference charts. The objectives were organized into a step by step delivery system through application of a task analysis process. Posttest results indicated mastery of the criterion test by 78 percent of the target group. The approach was found to have practical significance and achieved an effect size of 1.37 over the traditional program. It was concluded that alignment strategies should be applied to all grade levels of the mathematics curriculum to achieve criterion referenced mathematics objectives. This practicum report contains a problem statement, research and intervention methods, results, recommendations, and a list of references. Appendices include a complete data analysis of the problem, interview questions, and posttest results of the intervention. (Author/CW)

Descriptors: *Criterion Referenced Tests; *Grade 8; *Instructional Materials; Junior High Schools; *Mathematics Curriculum; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; Teaching Methods

ED326403 SE051762
Developing Problem Solving Skills of Primary Age Children within a Logo Environment.
Martin, Patricia B.
Oct 1990
110p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum addressed the importance of the development of problem solving skills in primary age children. Students need to practice recognizing the problem, deciding what steps are necessary in solving the problem, evaluating the solution, and revising the steps, when necessary. Summer camp computer students who were entering second grade practiced these skills in the EZ Logo environment while duplicating specific shapes and creating original shapes. It was determined that the Logo environment was an asset to the practice of problem solving skills. The document includes the purpose of the project, a brief literature review, a summary of the methods used, results, and recommendations. Appended are the pre/post-tests, teacher survey, results of activities, and samples of student graphics. (CW)

Descriptors: *Computer Assisted Instruction; Computer Uses in Education; *Critical Thinking; *Elementary School Science; Grade 2; Mathematics Education; Piagetian Theory; Primary Education; *Problem Solving; *Thinking Skills

(cont. next page)

Identifiers: *Logo Programing Language

ED326402 SE051761
Using CAI To Improve Participation and Achievement in Science Research Projects in Middle School Science.
Price, Suzanne M.
Aug 1989
86p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

The high percentage of students not participating in or completing a science research project has been a recurring problem for science teachers. In this project, three variables influencing the problem are identified: (1) students' failure to engage in an active search for science research topics; (2) inadequate resource materials at the middle school level; and (3) students' failure to adequately research the topic prior to designing the experiment. Software was created for the Apple IIe computer that assisted students in their search for research topics. In addition, the software helped students conduct a literature search by offering research guidance. Finally, the software offered students specific examples of experimental designs in the areas of science that interested students. The targeted students spent two weeks using the software and an additional three weeks completing the science research projects. Student progress was observed and recorded and an attitude survey was administered before and after the completion of the science research adventure. It was concluded that this practicum increased student motivation and interest in the science research project and resulted in higher participation in all phases of the research. The document includes the purpose of the project, a brief literature review, a summary of the methods used, results, and recommendations. Appendices include a copy of the student attitude surveys, statistics, a student guide, a teacher guide, correspondence, and summary results. (CW)

Descriptors: Academic Achievement; *Computer Assisted Instruction; Computer Uses in Education; Educational Improvement; Intermediate Grades; Junior High Schools; Middle Schools; Process Education; Science Education; *Science Fairs *Science Instruction; *Secondary School Science; *Student Participation; *Student Research
Identifiers: *Apple II

ED326401 SE051760
A Design To Improve Children's Competencies in Solving Mathematical Word Problems.
Zimmerman, Helene
Jun 1989
56p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

A discrepancy exists between children's ability to compute and their ability to solve mathematical word problems. The literature suggests a variety of methods that have been attempted to improve this skill with varying success. The utilization of manipulatives, visualization, illustration, and emphasis on improving listening skills all were incorporated into this practicum. The children had the opportunity to write their own word problems. At no time were students taught to rely on key words but rather to reason. All problems were read to the children. They were not permitted to read along with the teacher. The percentage of children improving problem solving skills rose favorably from the pre-test to the post-test. (The document includes the purpose of the project, a brief literature review, a summary of the methods used, results, and recommendations. Appendices include the pre-test and post-test, and student math score data.) (Author/CW)

Descriptors: *Elementary School Mathematics; Grade 2; Mathematical Applications; Mathematics Education; *Mathematics Skills; *Mathematics Tests; Primary Education; *Problem Solving; *Visualization; *Word Problems (Mathematics)

ED326398 SE051757
Science Lab: A Peer Approach.
Ronca, Courtney C.
Dec 1985
44p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91
Target Audience: Researchers

The two goals of this program were to increase the number of classroom teachers using the lab and to increase the amount of time that the science lab was used. The solution strategy chosen was a combination of peer tutoring, orientation presentations, small group discovery experiments and activities, and individual science experiment stations. The prerequisites to the actual implementation of the new science instruction approach were to set up topical hands-on experience stations, train sixth grade students to serve as individual assistants at each station, and to invite the intermediate classes to come to participate in lab activities on a weekly basis for a 10-week period. Three areas of science were covered--Earth Science, Plants, and Oceanography. During the 10 weeks of the program, the classroom teachers' only responsibilities were to meet for the teacher orientation session, and to bring their classes to the lab at their

(cont. next page)

scheduled time. Included in this paper are the purpose, research, method, results, and recommendations. Appended are two teacher surveys on the science lab facility. (Author/ KR)

Descriptors: *Cross Age Teaching; Demonstrations (Educational); *Discovery Learning; *Elementary School Science ; Experiential Learning; Intermediate Grades; Peer Influence; Peer Relationship; *Peer Teaching; Science Activities; Science Education; Science Experiments; Science Instruction; *Science Laboratories; Student Attitudes; Student Participation; Surveys; *Tutoring

ED326388 SE051747

The Effectiveness of Computer Assisted Instruction on Children's Mathematical Problem-Solving Ability.

Pettit, Amy D.
Apr 1986
109p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91
Target Audience: Researchers

Activities were provided for a target group of third grade students who were experiencing difficulty in mastering the skills required to solve problems involving money. The program's aims were to remediate these students by giving them the opportunity to use instructional software that would increase their mathematical vocabulary, strengthen the logic behind their thought patterns, and assist them in mastering the skills necessary to solve word problems with confidence and success. Developed and implemented was a computer program that included reading, understanding, analyzing, estimating, and computing with regard to the solving of word problems having to do with money and the making of change. Each of the students in the target group was given a pretest, an attitudinal survey, and a posttest. Results indicate that the students in the target group improved their ability to solve word problems concerning money and the making of change. The attitudinal survey indicated that the students gained both confidence and a feeling of success. Included in this study are the purpose, research, method, results, and recommendations. Appended are the minimal standards for the county and state in which the research was done, sample tests, parental survey form, software evaluation form, letters from both principal and teachers, and a documentation packet on the computer program that was used. (KR)

Descriptors: Arithmetic; *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Mathematics; *Estimation (Mathematics); *Individualized Instruction; Instructional Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; Primary Education; *Problem Solving; Student Attitudes; Student Motivation

ED326387 SE051746

Addressing the Three Types of Learning Styles To Enhance the Understanding of Second Grade Math Concepts.

Wojcik, Patricia A.
Jul 1990
65p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

In this practicum students' (n=27) learning styles were used to develop teaching lessons and strategies that would improve mathematics learning in a second grade classroom. Each child's learning style was determined through the Swassing-Barbe Modality Index (SBMI). Pretests for mathematics concepts were given. Each concept was then taught incorporating each of the learning styles. Posttests indicated an increased level of understanding and achievement by the target group. Daily logs and records indicated an improvement in work habits and attitudes. It was determined that testing learning style preferences and teaching to these preferences can result in an increase of learning and achievement. Included in this study are the purpose, research and solution strategy, method, results, and recommendations. Appended are a sample of daily records, copies of pretests and posttests, lesson plans, and a sample of a SBMI record sheet. (Author/KR)

Descriptors: Arithmetic; *Cognitive Style; *Elementary School Mathematics; Fractions; Geometry; Grade 2; *Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Pretests Posttests; Primary Education; *Student Attitudes; Student Characteristics; *Teaching Methods

ED326386 SE051745

Increasing the Skill and Knowledge Level of Low Level Students on Linear Equations.

Handelsman, Kenneth G.
May 1989
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum describes a computer assisted instructional (CAI) program written in the computer language BASIC. This computer program was designed to help 11th and 12th grade algebra students (n=15) better understand the concept of linear equations. The program has three sections: the first is a tutorial, the second section gives the student the opportunity to answer questions on linear equations with immediate feedback, and the last section is a test. With this CAI program, teachers will have an alternative method of

(cont. next page)

teaching algebra other than with a textbook and chalkboard. After 4 weeks of use, students in the target group showed significant gains in their abilities to write linear equations. Included in this study are the purpose, research and solution strategy, methodology, results as well as a copy of an attitudinal survey, and recommendations. Appended are test results from the district, school, and classroom, copy of the pretest and posttest, instructions for utilizing the CAI program, and a flowchart of the program. (Author/KR)

Descriptors: •Algebra; Computation; •Computer Assisted Instruction; Computer Uses in Education; •Equations (Mathematics); High Schools; Mathematical Concepts; Mathematical Formulas; Mathematics Education; Pretests Posttests; •Problem Solving; •Secondary School Mathematics; Student Attitudes; Surveys; Thinking Skills

Identifiers: IBM Personal Computer

ED326369 RC017922

Improving the Attendance and Performance of Secondary Students under Court Order To Attend School.

DeSue, Clarence E., Jr.
Jul 1990
67p.; Educational Specialist degree Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

Helping reduce the dropout rate and improving the school attendance of high-risk students who were under court sanction to attend school was the focus of this practicum conducted in a rural community in the northeast region of Florida. The project was necessary because: (1) existing youth services handled individuals adjudicated as delinquent without regard to barriers inherent in a rural community; and (2) the existing programs were insensitive to the specific educational needs of the group. The targeted group consisted of 8 students above the age of 15, who were in a school program or ordered to participate in a school program by the courts. Intervention strategies were used to encourage the students to continue their education while keeping the court rulings. These strategies included: (1) assessing the students' levels of progress through guidance; (2) educational and supportive counseling; (3) home visits with the parents; and (4) advocating for the students' needs in the school environment and community. The 10-week project provided the opportunity for coordinated services to the targeted youth, and for improving their enrollment and attendance. The goal of the program to have 40% of the students actively attending school or school work programs for 50% of the time, were accomplished, despite the withdrawal of three students for nonattendance. This document includes samples of forms and surveys and cites 15 references. (ALL)

Descriptors: •Attendance; Court Litigation; •Dropout Prevention; Dropout Programs; Dropout Rate; •High Risk Students; High Schools; High School Students; •Intervention; Mail Surveys; •Potential Dropouts; Rural Schools; School Counseling; •Special Needs Students

Identifiers: Florida

ED326365 RC017912

Junior High School Tardy Lock Out.

Scott, Carolyn A.
Jun 1990
38p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This study describes and evaluates an experimental program for reducing tardiness in a rural junior high school. The subject school housed approximately 1,500 seventh- and eighth-grade students. Under the "Lock Out Program," first-time tardy students were given a one-day work detail in the cafeteria for 15 minutes of their lunch period. Two tardies resulted in a two-day work detail and the student's parents were informed. Three tardies required a parent conference before the student could return to school. For the fourth and each subsequent tardy, students could choose a day's suspension or an after-school work detail. School staff had voiced dissatisfaction with the school's previous tardy policy, saying it lacked consistency and was too time-consuming. A review of the literature showed that consistency of dealing with tardies was the most important factor. Under the new program, teachers kept statistics on tardiness, which were compared with pre-implementation data. Feedback was gathered from administrators and teachers. Results showed an 87% decrease in the number of tardies and a substantial decrease in the amount of time administrators spent disciplining tardy referrals. There was a 20% increase, however, in out-of-school suspensions during the implementation period. A survey showed that 25 teachers who previously had reported tardiness to be a problem no longer thought it was a problem after implementation of the lock out program. It is concluded that the program should be continued at the school and that it should be given wider implementation. Appendices provide tables and figures, plus information on survey instruments. (TES)

Descriptors: •Behavior Problems; •Discipline Policy; Experimental Programs; Junior High Schools; Program Effectiveness; Program Evaluation; Rural Schools; School Policy; •Suspension; Teacher Attitudes

Identifiers: •Policy Effectiveness; Policy Implementation; •Tardiness

ED326330 PS019287

Crime Prevention for Children between the Ages of Six and Twelve: Designing Video Messages To Help Change Behavior.

Biggar, Sandra D.
1990
74p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEAPR91

An early childhood educator, serving on the board of a foundation with a nationwide focus on crime prevention among children, implemented a practicum intervention designed to provide crime prevention videotapes for viewing by 6- to 12-year-olds in a high-crime urban area. The general goals of the practicum were to institute a method to develop crime prevention attitudes among children, create appropriate crime prevention messages, and identify aspects of technology and production that would hold a child's attention. Two public service announcement videotapes were made, tested with an audience of children similar to those in the target group, and sent to a local television studio for final editing before being broadcast. Appendices provide a transcript of an interview with the founders of the foundation, a public service announcement evaluation instrument, a proposal requesting a grant of video production funds, sketches of animated figures, and story boards of video and audio tracks of the announcements. (RH)

Descriptors: *Children; *Crime Prevention; Elementary Education; *Material Development; Program Design; *Videotape Recordings

---

ED326329 PS019286

Increasing the Awareness of Questionable Trends and Practices in Kindergarten for Administrators and Teachers through a Series of Presentations.

Frantz, Stephanie J.
1990
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEAPR91

An education agency's early childhood resource developer implemented and evaluated a practicum intervention designed to increase administrators' and teachers' awareness of questionable trends and practices in kindergarten education. Most of the kindergartens in the agency's area had a highly academic, lock-step curriculum; used standardized testing and screening as school entry procedures; and actively practiced redshirting and other forms of retention. Intervention consisted of the development of four research-based presentations on kindergarten trends and practices. The presentations were aired live through closed circuit television at sites in a seven county area. Sixty-four teachers and administrators registered and participated in the series of four sessions. Presentations: (1) offered an update of changes in kindergarten education and recent research findings on children's learning; (2) focused on assessment of a kindergarten program and components of a developmentally appropriate curriculum; (3) addressed the issues of testing, retention, redshirting, and 2-year kindergarten programs; and (4) reviewed the issues of grade cards, the value of observations and portfolios, and parent involvement. Evaluation data indicated that outcomes were positive. Related materials, such as surveys and questionnaires, packet descriptions, and presentation agendas, are appended. (RH)

Descriptors: Administrators; *Educational Practices; *Educational Quality; *Educational Trends; *Kindergarten; Preschool Teachers; Primary Education

Identifiers: *Academic Load; *Developmentally Appropriate Programs

---

ED326327 PS019270

Prenatal Support To Educate and Counsel Pregnant Mothers with Children in a Preschool Program.

Mack, Sarah L.
1989
161p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

A health specialist working in a program providing health, social, and educational services to low-income children and families implemented and evaluated a practicum intervention designed to increase inner-city mothers' knowledge of the importance of ongoing prenatal care throughout pregnancy and to improve the mothers' health. A prenatal education and support program was developed. The program operated for 1.5 hours bimonthly for 8 months. A series of 15 sessions was conducted by medical professionals and educators. It was expected that all pregnant participants would: (1) learn more about prenatal care; (2) recognize wholesome, nutritious foods, as opposed to junk foods; (3) follow physicians' orders; (4) be weighed and have their blood pressure taken at each prenatal support session; (5) deliver full-term infants weighing a minimum of 5.5 pounds in 18 of 25 cases; and (6) have positive attitudes toward pregnancy. At the end of the practicum, 19 of 20 babies were born full-term and weighing at least 5.5 pounds. One infant was pre-term and delivered by caesarean section at 1 pound, 3 ounces. Related materials, comprising half the document, such as nutrition assessments and handouts in English and Spanish, logs and evaluation instruments, summaries of sessions, and a list of prenatal educational films, are appended. (Contains 30 references) (RH)

(cont. next page)

Descriptors: Birth Weight; *Child Health; Disadvantaged; *Health Education; Incidence; *Infants; Low Income Groups; *Mothers; Parent Education; Premature Infants; *Prenatal Influences
Identifiers: *Maternal Health; *Prenatal Care

ED326325 PS019265
A Program To Improve Fine Motor Development in Kindergarten Students.
Wessel, Karen E.
Jan 1988
58p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

A 10-week practicum intervention was designed to reduce deficiencies in 10 kindergarten children in southwest Florida with poor fine motor skills. The intervention consisted of daily instruction and weekly activity tests. Activities included drawing, tracing, cutting with scissors, pasting, molding with clay, various games, lacing, weaving, and handwriting. It was expected that at the end of the intervention, nearly all children in the target group would substantially improve in tracing, cutting and pasting, and manipulation and handwriting skills. Practicum evaluation data indicated that the intervention was successful. Appendices which comprise half the document provide: Cooperative Preschool Inventory-English/Spanish edition; teacher designed test of fine motor skills; individual instructional plan; activity tests (tracing skills, cut and paste, lacing, handwriting); weekly student checklist, screening posttest, etc. (RH)

Descriptors: *Eye Hand Coordination; Kindergarten; Kindergarten Children; *Learning Activities; *Object Manipulation; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Psychomotor Skills; *Student Improvement

ED326322 PS019259
Improving Academic Achievement of High Risk Students in First Grade through Early Identification and Diagnosis.
Jenkins, Patsy S.
1990
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum intervention was designed to increase the academic success of potentially at-risk first graders and train teachers to identify such students. Objectives were to: (1) improve teachers' ability to accurately identify first graders at risk for failing first grade; (2) help parents become knowledgeable about working with at-risk students at home; and (3) increase students' readiness for achievement in first grade. In-service workshops were provided for parents, teachers, and volunteer tutors. Participants had the opportunity to share teaching strategies and techniques, and to use materials that were useful with at-risk students in school and at home. Students were grouped according to deficiencies and provided with activities that addressed their needs. A major element of the intervention was the whole language approach. Practicum evaluation data indicated that outcomes of the intervention were positive. Teachers could successfully identify at-risk students; students showed significant gains in readiness skills; and parent involvement improved. Numerous materials, such as a list of first grade readiness criteria, a parent handbook, outlines of student-parent activities, data, and forms, are provided. (RH)

Descriptors: *Academic Achievement; *Educational Diagnosis; *Elementary School Students; Grade 1; *High Risk Students; *Identification; Parent Participation; Primary Education; Program Design; *Student Improvement

ED326321 PS019258
The Design and Implementation of a Summer Care Program for School Age Children of Working Parents.
Volpini, Joyce
1990
64p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

An elementary school administrator designed and implemented a 12-week summer program for school-age children that provided educational, recreational, and cultural opportunities. Each week of activities centered on a specific theme. Recreational opportunities included sports activities, outdoor games, organized indoor games, free play, swimming, bowling, and arts and crafts. Educational situations allowed children to learn about mathematics, language arts, music, and the Bible. Children were given opportunities to learn about other cultures and to explore their own heritage. Field trips were encouraged. Outcome data were positive and program goals were met. Related materials, such as publicity, correspondence, and a parent questionnaire, are appended. (RH)

Descriptors: *Day Care; Elementary Education; *Elementary School Students; *Employed Parents; *Junior High School Students; Middle Schools; Parochial Schools; Program Design; Program Implementation; *Summer Programs

ED326320 PS019257
Enhancing Mathematics Problem-Solving Skills of Five and Six-Year-Olds through Explorative Learning Experiences.
Murphy, Miranti Rahaju
1990
81p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91
Target Audience: Practitioners

A practicum intervention was designed and implemented over an 8-month period for the purpose of enhancing the mathematics-related cognitive and social interaction skills of primary school students in five kindergarten one pre-first, and seven first grade classrooms. Students interacted in group discussions and activities involving interest centers, brainstorming, and deductive reasoning. Manipulative activities were provided. These included cut-and-paste activities, manipulative games, illustrating activities, and charting activities. Teachers shared ideas that enhanced problem-solving activities. Practicum evaluation data indicated that the intervention was effective in improving students' cognitive and social skills in mathematics lessons. Teachers and parents grew in their ability to facilitate mathematics problem solving. Related materials, including sociogram data, checklists for recording observations on children and teachers, a teacher questionnaire, and checklists on lesson plans and behavior in conferences, are included. (Contains 42 references) (RH)

Descriptors: *Curriculum Development; Grade 1; Kindergarten *Manipulative Materials; *Mathematics Skills; Primary Education; *Problem Solving; *Student Improvement; *Teacher Improvement

ED326319 PS019256
Improving Student Learning in Content Areas through an Interdepartmental Study Skills Program Promoting Structural Notemaking Strategies.
Turner, Gordon
May 1990
139p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum report describes a study skills program designed to teach organizational skills and notetaking techniques to students in grades eight and nine. The program included in-service teacher workshops designed to promote learning style awareness strategies, foster an interdisciplinary curriculum perspective, and encourage the teaching of conceptual organizational structures. Parents were made aware of the goals of the program. An evaluation of the program indicated that the teaching of learning strategies did help students build study skills. Teachers showed an improved awareness of the importance of study skills, and parents noted that the study skills were practical and important tools for improving their children's learning. (PCB)

Descriptors: Grade 8; Grade 9; Inservice Teacher Education; *Interdisciplinary Approach; Junior High Schools; *Notetaking *Outcomes of Education; *Study Skills; Teacher Workshops; *Teaching Methods

ED326318 PS019255
Improving Academic Motivation in Seventh Grade Students through Staff Development for Teachers.
Mobley, Donald Graham
1990
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91
Target Audience: Practitioners

A practicum intervention was designed to increase the motivation of seventh graders in a small, non-urban school system in the southeastern United States. Many of these students exerted little effort to succeed in school by completing homework, studying lessons, and participating in classroom activities. A series of staff development workshops were held for the purpose of improving teachers' knowledge of motivational problems, causes of low student motivation, and methods of instruction. Practicum evaluation data indicated that the intervention was effective. Appendices provide a questionnaire used in documenting the problem, a weekly assessment log of teacher application of workshop ideas, pre- and post-teacher surveys on academic motivation, and a self-evaluation instrument for teachers to use in assessing their motivational practices. (Contains 17 references) (RH)

Descriptors: *Faculty Development; Grade 7; Junior High Schools; *Junior High School Students; *Learning Motivation; Middle Schools; *Student Improvement; *Student Motivation; *Teacher Improvement; Workshops

ED326317 PS019254
Increasing Awareness of Developmentally Appropriate Practices in the Early Childhood Education Community through Pre-Service and In-Service Training Programs.
Crowther, Ingrid C.
1990
227p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum report describes a community college program developed for the purpose of increasing the awareness of early childhood personnel in a central Ontario (Canada) community concerning the benefits of developmentally appropriate practices. The need for the program arose from a discrepancy between the emphasis in community college courses on implementing child-initiated activities, and the prevalence of teacher-directed activities in classrooms used for students' practicum placements. In-service training included a course designed to increase practitioners' skills in designing developmentally appropriate environments and the establishment of a support group for practitioners. A third-year specialist program was also initiated at the community college. The pre-service program was changed in such a way that it more closely linked theory and practice. Evaluation of the program yielded positive results. (PCB)

Descriptors: Child Caregivers; Community Colleges; *Early Childhood Education; Foreign Countries; *Inservice Teacher Education; Practicums; Preschool Teachers; *Preservice Teacher Education; Theory Practice Relationship; Two Year Colleges
Identifiers: *Developmentally Appropriate Programs; Ontario

ED326283 JC910017

An Assessment of How To Organize Effectively the Function of Institutional Research in the Mid-Plains Technical Community College Area.

Craig, Ford M.
Jan 1991
44p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAPR91
Target Audience: Practitioners

In 1990, a survey was conducted of colleges in the Mid-Plains Technical Community College (MPTCC) area to determine the most effective organizational structure and staffing patterns for institutional research and to assess the kinds of information most needed. The survey instrument was mailed to 30 administrators in the Area Office and at Mid-Plains Community College and McCook Community College (Nebraska). Study findings, based on a 96.7% response rate, included the following: (1) 75.9% of the administrators felt that there was a need to organize the function of institutional research in the MPTCC area; (2) 48.3% supported an organizational structure consisting of one Area Office staff person with designated campus contacts, while 37.9% supported the appointment of individual campus institutional research personnel; and (3) over 75% of the respondents felt that the most needed and important areas of research were collection of data to influence state legislation, research to secure federal grants, needs assessments, public relations, institutional effectiveness and outcomes, and market surveys. The survey instrument is included. (GFW)

Descriptors: *Administrative Organization; Administrator Attitudes; Community Colleges; Data Collection; Educational Researchers; *Institutional Research; Multicampus Districts; Program Administration; Questionnaires; *Research Needs; School Surveys; Two Year Colleges

ED326259 JC900593

The Development of a Guide on Outcomes-Based Learning for McCook Community College.

Craig, Ford M.
Nov 1990
72p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAPR91
Target Audience: Practitioners; Teachers

At McCook Community College (MCC) in Nebraska, a teachers' guide was developed to introduce the goals and processes of outcomes-based learning (also termed competency-based education and mastery learning) to the college faculty. Several procedures were used: a review of the literature, an analysis of two previously existing manuals, and a review of the resulting product by three professionals. After explaining the processes used to develop, review, and revise the guide, this practicum report presents the guide itself. Entitled "An Introduction to Outcomes-Based Learning at McCook Community College," the 26-page guide focuses on the purposes of the manual, instructor competencies to be developed, major principles of outcomes-based learning, a rationale for outcomes-based education, a model of the process and samples of component parts (i.e., rationale, objectives, pre-testing, learning activities, post-testing, and revision of the learning process if students do not demonstrate mastery), and an evaluation instrument for the guide. (GFW)

Descriptors: Community Colleges; *Competency Based Education ; Educational Theories; Inservice Teacher Education; Instructional Development; Instructional Innovation; *Mastery Learning; Teaching Guides; *Teaching Methods; Two Year Colleges
Identifiers: *McCook Community College NE

ED326210 IR014754

Improving Instructional Efficiency Through the Implementation of Computerized Management and Prescriptive Analysis.

Pisano, Thomas N.

(cont. next page)

Sep 1986
79p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEAPR91

A computerized management system to improve efficiency was implemented for one year in a fifth grade classroom in a large metropolitan city in the southwest. A variety of computer application software packages were reviewed and selections were made for use in grading and prescriptive analysis. The teacher also developed a database of student information including grades, attendance, work evaluation, and parental contacts. Reading groups, objective mastery, review instruction, test analysis, and objective tracking were all conducted via computer software reports. The teacher taught the 32 fifth graders keyboarding skills and how to use a word processor, using the word processor as the medium of instruction instead of a textbook. Results of the program indicate that the computerized management system was a success and the positive effects of the program were experienced not only by the teacher, but also by the students and their parents. Favorable evaluations were made from the recorded data on the Iowa Test of Basic Skills in the areas of math, reading, and language arts. Appendices include correspondence; student, teacher, and parent questionnaires with tallies of the responses; lists of software and databases; grade reports; prescriptive analysis forms; and Iowa test scores. (DB)

Descriptors: Academic Achievement; Computer Literacy; *Computer Managed Instruction; Databases; Educational Objectives; Efficiency; Grade 5; Grading; Individualized Instruction; Intermediate Grades; Keyboarding (Data Entry); Questionnaires; *Recordkeeping; Spreadsheets; *Student Evaluation; *Student Records; Surveys; Word Processing

---

ED325858 CS212569

Applying a Workshop Approach To Improve Writing in Low Achieving Secondary School Students.

Dickinson, Susan
1990
54p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum was designed to address the problem of low quantity and poor quality of writing in two lower level English classes (50 students). The objectives were to increase motivation for writing, thereby improving overall writing production by the students. A writing workshop was designed to improve the motivation of the students by empowering them to have a choice in what they write about and how they write it. Students were submerged and surrounded by writing for three class periods out of five in a school week. Individual conferences were used as a means of evaluation. Grading was done by charting each student's daily progress and having the students tell quickly where they were in their writing. The focus of the writing was on content, and student writing was kept in folders. Students chose their own topics and were allowed to work cooperatively. Motivation was increased and, as a result, students' writing improved in both quantity and quality. Students' attitudes toward writing also improved, and the number of disruptions per class periods decreased. Students became involved in the writing process and developed skills enabling them to both work independently and share ideas with peers. The data from this practicum clearly showed that when students become motivated their writing improves dramatically. Students will write more and of a better quality if they have a choice in the subject matter. (Appendixes include the diagnostic essay assignment and writing survey; 25 references are attached.) (Author/MG)

Descriptors: High Schools; High School Students; *Low Achievement; *Student Motivation; Writing (Composition); Writing Ability; Writing Assignments; *Writing Attitudes; Writing Difficulties; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills

Identifiers: Purpose (Composition); *Writing Development; Writing Topics

---

ED325815 CS010302

Using Vocabulary Drills Incorporating Assimilated Foreign Words To Improve Reading Competence in a Sophomore Class.

Fauvel, Monique Crandell
1990
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

A practicum was designed to help high school sophomores increase their reading competence, increase their vocabulary knowledge of foreign words commonly integrated into the English language, and motivate them to read and frequent the library more often. Students were grouped by affinity and interests. A reading corner offering a multitude of books of diverse interests was used as a classroom resource. Students also checked out books from the library and researched foreign words on a daily basis. Students shared the results of their reading and research on a weekly basis. As the readings progressed, students compiled lists of foreign words organized into three categories: literature and psychology, social studies, and music. After a period of 2 months, the students authored a floppy disk containing vocabulary activities using their lists of foreign words. At the end of 3 months of implementation, the results of the practicum were positive.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Students were checking out three or more books per month in addition to visiting the library frequently for research. There was a 50% increase in vocabulary acquisition and students were able to use words of foreign origin in sensible sentences with an accuracy of 60%. (Four tables of data are included; 39 references, a questionnaire, survey, summative evaluation, and a list of foreign words are attached.) (RS)

Descriptors: *Drills (Practice); High Schools; Library Instruction; Library Skills; Literature Appreciation; *Reading Comprehension; *Vocabulary Development

Identifiers: *Foreign Words; High School Sophomores; Reading Motivation

ED325801 CS010232

Utilizing Precision Teaching To Measure Growth of Reading Comprehension Skills in Low Achieving Students.

Nitti, Joanne M.
Jan 1990
56p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

A practicum addressed the problem of reading comprehension skills in low achieving students by monitoring their progress utilizing precision teaching. Based on referrals from classroom teachers, guidance counselors, and parents, five students ranging in ability levels from kindergarten through grade 8 were accepted into the program for one or more 8-week tutorial sessions. An individualized learning plan, based on precision teaching principles, was designed for each student's specific needs. Students were introduced to precision teaching, task sheets, and several learning strategies. Results revealed an improvement in reading comprehension for most of the students in the target group. It was concluded that individualized remediation plans, continuous monitoring of students' progress, and daily charting of the results of utilizing precision teaching facilitated students' learning. (Appendixes include student profiles, analysis of progress, sample assignments, task sheets, and logarithmetic charts.) (Author/MG)

Descriptors: Case Studies; Elementary Education; *Individualized Instruction; Instructional Effectiveness; *Learning Strategies; *Low Achievement; Motivation Techniques *Precision Teaching; *Reading Comprehension; Reading Instruction; Reading Research; *Reading Skills

156 ED325762 CG022915

Improving Student Performance through Parent Involvement.

Steventon, Candace E.
Oct 1990
89p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAPR91

A personalized parenting program was implemented to address poor academic performance and low self-esteem of high school students. Student records, the Coopersmith Self-Esteem Inventory, the Behavior Evaluation Scale, and teacher surveys were employed to identify and measure academic and/or self-perception growth. Parents participated in an 8-week course with an additional 10-week follow-up program. Students attended communication sessions during the follow-up portion of the program. The results were inconclusive due to the small sample size (six parents and five teenagers). Targeted objectives were attained by certain students and parents. It was concluded that personalized parenting courses could enhance students' academic performance and student/parent self-perceptions. Appended are screening instruments, survey results, sample communications and data collection forms, and a graphic analysis of teachers' perceptions regarding the students' behavioral performance. (Author/TE)

Descriptors: Academic Achievement; Academic Failure; Adolescents; High Schools; High School Students; *Parenthood Education; *Parent Participation; *Parent Student Relationship ; Self Concept; *Self Esteem; Self Evaluation (Individuals); *Underachievement

ED325737 CG022667

Development of an Outreach Group for Children Ages Five through Thirteen Who Have Witnessed Domestic Violence.

Baker, Corinne
Apr 1990
33p.; M.S. Practicum Report, Nova University. Best copy available.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum took place at a spouse abuse shelter located in a county classified as urban in the southeast United States. It was found that once a family left the shelter, support groups were not available to help the children with feelings related to living in a home where domestic violence has occurred. Most of these children were already exhibiting characteristics that demonstrated their potential of following the inter-generational cycle and becoming abusers or victims of abuse as adults. A 10-week outreach group was designed for children who were living away from the domestic violence situation. The group met at the same time as a therapy group for the mothers who were abused. The group addressed issues such as feelings, self-esteem, stress, stereotypes, and 157 non-violent conflict resolution. Topics were chosen to provide children with the skills necessary to break the intergenerational cycle. Although most of the children

(cont. next page)

attended only one-half of the group sessions, mothers stated that they saw improvements not only in their children's behavior, but also in their self-esteem and ability to solve problems. Another important consideration of the success of the children's group was that the mothers were also attending a therapy group. Mothers were able to deal with their own issues and become more aware of the dynamics of spouse abuse and how it affects their children. Through parental awareness and children's support groups, children can acquire the skills necessary to avoid abusive relationships. (Author/ABL)

Descriptors: Battered Women; Behavior Change; *Children; *Family Violence; *Group Counseling; *Intervention; Prevention ; Problem Solving; Self Esteem

ED325733 CG022351
Developing Coping Skills To Deal with Stress in Second and Fourth Grade Children through Small Group Counseling.
Thomas, Dorothy J.
Dec 1989
190p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR91

This practicum was designed to help migrant and non-migrant children in grades two and four cope with stress. The identified children were those who were unable to concentrate or seemed confused, anxious, defensive or easily angered. The goals were to have the children exhibit a decreased reliance on anger, an increased sense of self-worth, and an increased awareness of their ability to cope with stress. A needs assessment survey was administered to professionals to determine the necessity for stress reduction groups. An interview with the school psychologist was also conducted for this purpose. The classroom teacher selected those children she/he felt were appropriate for such a group. The students met in small groups with the counselor once a week throughout the school year using stress reduction activities. The results of the practicum were encouraging. The pre- and post-scales administered to the children showed positive growth on both grade levels. The classroom teachers observed better classroom adjustment in the counseled children. Results indicated that a program designed to help children cope with stress can have an effect on children's perception of themselves and on the classroom teacher's perception of the children. (Author/ABL)

Descriptors: Anger; *Coping; Counseling Effectiveness; Counseling Objectives; Elementary Education; *Elementary School Students; *Grade 2; *Grade 4; *Group Counseling; Migrants; Self Esteem; *Stress Management

ED325606 UD027776
Oral Vocabulary Development Program for a Transitional First Grade Program.
Humlicek, Jean A.
1988
91p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

This report describes the implementation and evaluation of a 12-week oral vocabulary development curriculum for use with transitional first graders. The transitional first grade is a class between kindergarten and first grade to provide students with an extra year of academic instruction to learn the skills needed to enter first grade. A natural language approach was used to introduce 104 words to a class of 19 inner-city English-speaking, limited-English-proficient (LEP) Spanish-speaking, and bilingual Spanish-speaking students. The teacher presented daily 20-minute lessons. Pre- and post-implementation vocabulary ages were measured using the Peabody Picture Vocabulary Test-Revised (PPVT-R). Pretest vocabulary ages ranged from 2 years and 0 months to 5 years and 4 months. When compared to posttest scores, the students demonstrated an average vocabulary age gain of 11 months. Individual student improvement ranged from 3 to 22 months. A list of 25 references, an 8-item annotated bibliography, and the following teaching materials are appended: (1) a list of minimal reading skills required for promotion; (2) two sample lesson plans; (3) a 104-word vocabulary list; (4) a lesson schedule; and (5) six vocabulary review checklists. (FMW)

Descriptors: Bilingual Education; *Classroom Techniques; *Elementary School Students; Grade 1; Hispanic Americans; *Language Skills; Limited English Speaking; Practicum Papers; Pretests Posttests; Primary Education; *Transitional Programs Urban Schools; *Vocabulary Development

ED325596 UD027747
A Program To Modify a Black Community's Perception of the Community's Role in School Activities.
Watkins, Christine
Aug 1990
69p.; Education Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Teachers; Researchers; Practitioners

This document describes the development, implementation, and evaluation of a 10-week parent effectiveness training program to improve black elementary school student attitudes and participation in extracurricular activities by improving the attitudes of their parents towards school. The program was developed in consultation with teachers and counselors and includes the following goals: (1) improve parent attitudes

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

through time management; (2) improve the parent-child relationship through interpersonal communication; (3) improve parent discipline strategies; (4) improve parents' ability to serve as role models and encourage their children to participate in extracurricular activities through role playing; (5) improve parents' ability to interpret test scores, school reports, and homework; (6) improve parent participation in the Parent Teacher Association; (7) improve parents' ability to communicate with school personnel; and (8) improve the parent-school relationship by giving parents the opportunity to meet school personnel. Pre- and postsurveys and pre- and postinterviews administered to the 22 participants indicated improvements in parent attitudes and their perceptions of their children's attitudes. Areas for further research are suggested. Statistical data are presented in four tables. The following materials are appended: (1) four tables of statistical data comparing black and white discipline and extracurricular activity participation; (2) copies of the survey and interview questionnaires; (3) four graphs illustrating responses to the pre- and post-surveys and the pre- and post-interviews; (4) two recruitment posters; and (5) a 12-item bibliography. (FMW)

Descriptors: *Black Attitudes; *Black Community; Elementary School Students; *Extracurricular Activities; Parent Attitudes ; Parent Education; Parenting Skills; *Parent Participation; *Parent School Relationship; Program Descriptions; Program Evaluation; *Student Participation

Identifiers: *Parent Effectiveness Training

ED325495 TM015715

Developing a Test that Would Give Better Predictive Validity for Native Spanish-Speaking Students Who Are Awarded Credit by Examination.

Segal, Susan

Dec 1988

113p.; M.S. Practicum, Nova University. Some pages contain very small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR91

Deficiencies in the format, content, and predictive validity of a high school credit-by-examination test in Spanish I were addressed in a study of the proposed adoption of the Level-1 1988 National Spanish Examination (NSE) and a 20-item supplement written by S. Segal that required students to write one-word answers. The NSE, sponsored by the American Association of Teachers of Spanish and Portuguese, had been previously rated valid and reliable in a study involving 69,214 students. In the supplement, which was designed to address the specific goals of the school district, each examinee was asked to complete sentences with the appropriate present tense verb form of the Spanish infinitive provided. Interviews with 22 school district Spanish teachers contributed to the development of guidelines for use of the NSE and supplement. Six administrators then reviewed the guidelines. Twenty of the 22 Spanish teachers subsequently indicated that the NSE and supplement fully tested the performance objectives in the district's Spanish curriculum. All of the teachers supported adoption of the test and its supplement. Twelve appendices contain the credit-by-examination survey; the school district's Spanish I, French I, and German I tests; the ethnic distribution of Hispanics in junior and senior high schools; the Level 1 1988 NSE; the 1988 NSE survey; the 1988 NSE statistical report; the performance objectives of the Spanish I course syllabus and an item-by-item analysis of the Level 1 1988 NSE; the supplement to the NSE; the evaluation interview for the NSE and supplement; and guidelines for pilot testing a new credit-by-examination test for Spanish I. (SLD)

Descriptors: *Equivalency Tests; High School Equivalency Programs; High Schools; High School Students; Hispanic Americans; Language Teachers; *Language Tests; *Native Speakers; *Predictive Validity; School Districts; *Spanish; Spanish Speaking; Surveys; *Test Construction; Test Validity

Identifiers: *National Spanish Examination; Placement Tests

ED325399 SE051739

Development of a Math Manipulative Parent/Teacher Training Program for Remediating Elementary Chapter I Students.

Allen, Robert

1990

91p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR91

This practicum was designed to expand the scope of the inservice mathematics manipulative training program to address the lack of parent and teacher understanding of the use of manipulatives that are used by Chapter I math tutors to remediate students. A second aim was to acquaint and assist parents and teachers with remediation of educationally deprived elementary school aged children by using manipulatives. A parent survey and needs assessment was used to develop and facilitate inservice mathematics manipulative training sessions which focused on helping parent and teachers understand manipulatives for remediating basic mathematics skills. Included in this study are the: (1) "Introduction"; (2) "Study of the Problem"; (3) "Anticipated Outcomes and Evaluation Instruments"; (4) "Solution Strategy"; and (5) "Results, Conclusions and Recommendations". Appended are a copy of the parent survey, pre- and post- parent/teacher surveys, and miscellaneous documents. (Author/KR)

Descriptors: Arithmetic; Elementary Education; *Elementary School Mathematics; Inservice Education; *Manipulative Materials; Mathematics Education; *Mathematics Skills; Parent

(cont. next page)

Child Relationship; Parent Education; *Parent Participation; Parents as Teachers; *Parent Workshops; Pretests Posttests; Program Development; Remedial Instruction; *Remedial Mathematics; Remedial Programs

ED325397 SE051737

Time Comparison of Practical Mathematical Calculations Using Customary and Metric Systems.

Tew, E. James, Jr.
1985
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Researchers

The purpose of this practicum was to determine if adult students engaged in training for high technology jobs can realize a time savings if customary or metric units of measure are used for practical mathematical calculations. Two quizzes were developed, and validated, using customary and metric units for the same type of problem, and the time to solve each problem was recorded. The objective was to determine if there was a significant difference in time per correct answer for either unit of measure. Both quizzes, each having both units of measure for different types of problems, were give to 20 industrial adult students without prior notification. Provided with each quiz was an instruction sheet regarding the procedures to be followed and method of recording time. The recommendation resulting from this study is that practical mathematical calculations be performed using metric units of measure to the extent permitted by limiting variables including measuring and test equipment, specifications, and blueprints which have not been converted to metric units. The paper includes an introduction to the problem, its background and significance, and procedures for the study, data resulting from the study, and conclusions. Copies of the quizzes and the statistical calculations are appended. (KR)

Descriptors: *Adult Education; Adult Learning; Algorithms; *Computation; Continuing Education; Education Work Relationship; *Industrial Training; Job Training; Mathematical Applications; Mathematics Education; Mathematics Tests; Measurement; *Metric System; *Problem Solving; Skilled Occupations; Technical Education; Technical Mathematics; Technical Occupations; Technological Literacy; Technology; Test Content; Test Interpretation; Test Validity; *Timed Tests ; Trade and Industrial Education

ED325396 SE051736

Improving Mathematical Problem Solving Skills of Fifth and Seventh Grade Students through a Structured Problem Solving Program.

Hawver, Deborah A.
1990
145p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Researchers

This practicum addresses the need to organize a structured problem solving program for fifth and seventh grade students. The improvement of the students' problem solving skills and the enhancement of students' attitudes toward problem solving in mathematics were the main goals. The program implemented consisted of a structured problem solving regimen involving students in a variety of guided activities, as well as independent and cooperative group learning. Students were exposed to various strategy techniques and offered opportunities for application of the different strategies. The use of calculators was emphasized. Included in this study are: (1) "Introduction"; (2) "Study of the Problem"; (3) "Anticipated Outcomes and Evaluation Instruments"; (4) "Solution Strategy"; and (5) "Results, Conclusions and Recommendation". Appended are a copy of the attitude survey related to problem solving, parental support letter, attendance certificate, and the results of the pretest attitude survey. (KR)

Descriptors: Calculators; Cognitive Development; Cooperative Learning; *Elementary School Mathematics; Grade 5; Grade 7; Intermediate Grades; Junior High Schools; *Learning Strategies ; Logical Thinking; Mathematical Concepts; Mathematics Education; *Middle Schools; Pretests Posttests; *Problem Solving; Student Attitudes; Surveys; *Teaching Methods; *Word Problems (Mathematics)

ED325395 SE051735

Increasing Fourth Grade Math Achievement with Improved Instructional Strategies.

Su, Hui Fang Huang
1990
121p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Researchers

The purpose of this practicum was to increase motivation and self-confidence of grade four students in mathematics achievement. Measured were the increase in the number of students displaying mastery of the times-tables, increase in the number of students making a gain on a math post-test, and increase in the number of students liking mathematics.

(cont. next page)

Administered to the students were a math attitude questionnaire and a math pretest on basic math skills to determine the students' attitude toward math and to determine the students' performance level. Mental Math activities, math games design contests, in-class competitions, grade level competition, computer, calculators, systematic reviews, student-teacher interaction, and projects were used to help increase students' interest and to increase math achievement. This study includes the following chapters: (1) "Introduction"; (2) "Study of the Problem"; (3) "Anticipated Outcomes and Evaluation Instruments"; (4) "Solution Strategy"; and (5) "Results, Conclusions and Recommendations". Appended are copies of the math attitude questionnaire, the math pretest, the teacher evaluation instrument, and the student times-table performance record. (Author/KR)

Descriptors: *Basic Skills; Calculators; Community Resources ; Computer Software; Computer Uses in Education; *Elementary School Mathematics; Grade 4; Intermediate Grades; Learning Activities; Mathematical Concepts; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Minority Groups; *Multiplication; Pattern Recognition; Pretests Posttests; Problem Solving; Questionnaires; *Student Attitudes; Student Projects; Teacher Student Relationship; *Teaching Methods; Word Problems (Mathematics)

ED325392 SE051732

Relating the Mole Concept and Fundamental Mathematics.

Phillips, Kenneth L.
May 1989
57p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

The high percentage of students who have difficulty in solving free-response problems related to the mole concept was addressed by implementation of reading skill strategies and computer assisted instruction. Frayer models, semantic mapping, and graphic organizers from Reading in the Content Area (RICA) were used to increase student understanding of the scientific principles involved. Computers and a variety of computer programs from COMPress and Knowledge Factory were used by the target group for review, drill, and practice in relating their math skills to solving problems. The results indicated a considerable increase in the ability to solve problems related to the mole concept. It was concluded that better understanding of scientific concepts coupled with computer use for drill and practice was very effective in helping students relate science and mathematics. Appendices include evaluation instruments, examples of RICA Skills, supplementary handouts used for computer instruction, and sample responses from student comments regarding computer aided instruction. (Author)

Descriptors: Abstract Reasoning; *Chemistry; Computer Assisted Instruction; Computer Uses in Education; *Concept Formation; *Mathematical Applications; *Mathematical Models; *Problem Solving; Programed Instructional Materials; Reading Skills; Science Education; *Science Instruction; Scientific Literacy; Scientific Methodology

ED325390 SE051730

Implementation of a Program To Improve English Measurement Skills in the Junior High School Industrial Arts Program.

Smith, Jeffrey P.
Aug 1986
94p.; Education Speclist Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Researchers; Practitioners

This paper discusses a program developed and implemented to improve the skills and attitudes of junior high school students in the area of measurement. The program tested three educational groups: regular education students, special education students, and academically gifted students. Results from this program indicated improvement in measuring skills at all levels tested. Included in this report are: (1) the purpose of the program; (2) background; (3) a description of the program methods; (4) a summary of results; and (5) recommendations. A list of 29 references, an annotated bibliography of 15 references, graphs of results, programs forms (pre-test forms, worksheets, and post-test forms), and a table of results are provided. (CW)

Descriptors: Annotated Bibliographies; *Curriculum Development; Gifted; *Industrial Arts; Industrial Education; Junior High Schools; Mathematics Education; *Mathematics Skills; *Measurement; *Secondary School Mathematics; Special Education; *Teaching Methods; Trade and Industrial Education

ED325388 SE051728

Developing a Publication Containing Elementary Teachers' Successful Mathematics Instruction Strategies.

Syster, Susan M.
Mar 1987
59p.; Education Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Practitioners

Mathematics teachers are trained to assess students' abilities and instruction needs. Many teachers use creative teaching strategies, games, and various media to meet those

(cont. next page)

needs. Teachers, though, are constantly searching for instructional strategies, time savers, games, materials, and other ways to improve teaching in mathematics classrooms. Since they have such busy schedules and lack the time to get together with fellow teachers to share ideas and visit each others' classrooms, a mathematics publication was developed to address these needs. The publication was written by and for teachers. Mathematics teachers shared ideas with other teachers in the district in articles which were published in the issue. A target group was pre-surveyed before the publication and post-surveyed after the publication was distributed. The knowledge and usefulness expressed by the target group indicated the desire for future issues of the publication within the school district. Included in this report are the purpose of this project, a brief literature review, a description of the project methods, results of the project, and recommendations. Copies of memos, surveys, and letters are appended. (Author/CW)

Descriptors: Arithmetic; Curriculum Guides; Educational Improvement; Elementary Education; *Elementary School Science *Mathematics Instruction; *Newsletters; *Publications; School Effectiveness; *Staff Development; Surveys; Teacher Administrator Relationship; Teacher Burnout; Teacher Motivation; Teaching Methods

ED325387 SE051727

Computer-Assisted Test Taking Tips and Strategies for the GED Mathematics Test.

Straw, Carolyn L.
May 1989
127p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Teachers; Practitioners

A computer program was developed to increase GED test candidate's level of test taking skills, knowledge of algebra and geometry, and self-confidence for the GED Mathematics Test. The computer program was developed and written, then implementation was administered by three teachers in a GED study center. Two math scores were used to determine the effectiveness of the computer program: the GED Official Practice Test and the GED Test. After completing prescribed study material and taking the math GED Official Practice Test, a test candidate was asked to work through the software. The program consisted of nine algebra and geometry questions with corresponding brief and uncomplicated tutorial lessons and testing strategies. A Student Survey was used to determine what, if any, algebra and geometry was learned or reinforced by using the computer program. Teachers used a Teacher Observation form to record spoken or inferred feedback from students indicating increased levels of self-confidence. The results indicated higher scores on the GED Mathematics Test than on the pre-test, increased knowledge of algebra and geometry, and a more positive self-concept. Appendices include the results of the surveys and observations, a printout of the program questions, software evaluation and recommendation forms, and a listing of the computer program. (Author/CW)

Descriptors: Adult Education; *Algebra; *Computer Assisted Instruction; Computer Uses in Education; *Geometry; High School Equivalency Programs; Mathematics Education; Program Descriptions; *Test Anxiety; Test Wiseness

Identifiers: *Genral Educational Development Tests

ED325382 SE051722

Increasing Students' Abilities To Solve Word Problems through Concrete and Problem Writing Experiences.

Bray, Lynne M.
Jun 1988
64p.; M.S. Practicum, Nova University. Some pages contain light and broken type which may not reproduce well.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Practitioners

In this project, a plan for solving word problems based on the students' level of development was developed. A 10-week implementation of a plan for solving word problems at the concrete level of development included the use of a flow chart or plan to map out and solve word problems. Students then used the flow chart and manipulatives to develop and write word problems of their own, in large group and small group situations. Results of the post-test showed that the students' ability to solve word problems improved through the use of this implementation plan. Twenty-four third grade students in the target group demonstrated the ability to solve word problems as evidenced in average to above average stanines in Math and Reading Comprehension on the Stanford Achievement Test. Included in this document are the purpose of the project, a brief literature review, a discussion of the methods used, results, and recommendations. Appended are surveys, tests, and correspondence. (CW)

Descriptors: *Cognitive Development; *Elementary School Mathematics; Grade 3; Individual Instruction; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; Primary Education; *Problem Solving; *Word Problems (Mathematics)

ED325358 SE051694

Implementing an Elementary Science Program Through Community Resources.

Melody, E. Joanne
1990

(cont. next page)

130p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Researchers

This practicum addressed the problem of the lack of science instruction in a school consisting of kindergarten through grade 5. The options of teaching science through hands-on activities, use of process skills, adding field experiences and selecting resource persons from the community were presented to the teachers. Appropriate science materials were evaluated by the faculty members. Workshops offering free materials were researched for summer in-service programs. The results of the program indicate that the amount of time for science instruction, number of field experiences, availability of parent resource personnel, and use of varied instructional techniques increased. Teachers, students, and school parents became more aware of the need for science instruction, particularly experiences including ecological concerns. Appended are a curriculum guide, several surveys, evaluation forms, and resource and literature lists. (Author/KR)

Descriptors: *Course Content; Early Experience; Elementary Education; *Elementary School Science; Field Trips; Inservice Teacher Education; Media Selection; Parent Child Relationship *Parent Participation; Parent Teacher Cooperation; *Preschool Children; Preschool Education; Process Education; *School Community Relationship; Science Activities; Science Curriculum ; Science Education; *Science Instruction; Thinking Skills

Identifiers: *Earth Week

ED325334 SE051670

A Comparison of Time Needed To Complete Measurement Tasks Using Customary and Metric Systems.

Tew, E. James, Jr.
1984
25p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Texas
Journal Announcement: RIEMAR91
Target Audience: Researchers

Adult students taking a dimensional metrology course usually do so to fulfill a need for their present employment, advancement, or expected employment. In order to assure that the quality of training is maintained it has become necessary to investigate alternatives to existing instructional approaches whereby the contents of the course can be within the existing number of classroom hours. The purpose of this research was to compare the time difference between use of metric and customary measurement instruments by adults trained in the use of both measuring systems. The methodology included measuring industrial parts by two measuring instruments commonly used in industry. Sample questions, standard deviations, and t-test calculations are appended. (KR)

Descriptors: *Adult Education; Higher Education; *Industrial Training; Instrumentation; Job Skills; *Job Training; Labor Education; Mathematics Education; *Measurement; Measurement Equipment; *Metric System; Postsecondary Education; Science Education; *Technology; Vocational Education

ED325301 RC017889

Improving Science Vocabulary of Six Grade Migrant Students through a Program of Intensive Direct Vocabulary Instruction.

Moran, Melba Q.
May 1990
49p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

This case study describes a project designed to improve science vocabulary and comprehension of migrant sixth-grade students in a rural farming-community middle school. The project combined intensive direct teaching of science vocabulary with the national unified curriculum implemented in 1984. The subjects of the project were migrant children performing below grade expectations in science. The 10-week project has improved the students' pre- and posttest scores by at least 20% as evidenced by the Unified Science Curriculum tests, by at least 40% as evidenced by teacher-made science-vocabulary tests, and by at least one letter grade in science. Research has shown that meaningful learning occurs when the learner relates new information to what is already known, or when a reader's cognitive structure and the new material are related. The limited exposure of life in a rural farming community restricts the vocabulary of migrant students. Under the 10-week project, vocabulary instruction was an integrated activity. Remediation activities, such as frequent purposeful drills and reviews of key scientific terms, were used to improve migrant students' comprehension and use of scientific vocabulary. The document recommends the intensified vocabulary training program for improving science skills among migrant students. Unit tests are included. (TES)

Descriptors: Instructional Design; *Instructional Effectiveness; Instructional Innovation; Intermediate Grades; *Migrant Education; Remedial Instruction; *Remedial Programs; Science Activities; *Science Instruction; Science Tests; Scientific Literacy; *Vocabulary Development

ED325250 PS019217

Increasing Services to Early Childhood Students by Providing More Classrooms and Integrating Students.

Fink, Barbara B.
1990

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Practitioners

A school psychologist implemented a practicum intervention designed to increase services to all students eligible for Early Childhood Special Education (ECSE) and Children At Risk Educationally (CARE) programs in 12 elementary school districts in the rural Midwest. Objectives of the intervention were that: (1) superintendents in all school districts in the county that had enough students eligible for CARE/ECSE to justify adding a classroom would do so; and (2) the names of all children eligible for CARE/ECSE be put on a class list. Both objectives were to be met before the beginning of the next school year. County superintendents were interviewed and board meeting reports were reviewed in an effort to determine whether the district would provide CARE/ECSE classrooms for the coming school year. The list of eligible students and the school districts' class lists were reviewed to determine whether each eligible student was enrolled in a class. As a result of the intervention, classrooms were provided in districts that had not provided local service, and students identified as eligible were enrolled. In the future, more students will remain in their home district, parent visits to school and classroom will be more convenient, and students will benefit from participation in integrated classrooms. (RH)

Descriptors: Compensatory Education; *Delivery Systems; Disabilities; Disadvantaged; Early Childhood Education; *Enrollment; *High Risk Students; Mainstreaming; Program Development; *Special Education

ED325249 PS019216

Increasing Child Care Services in a Laboratory Preschool through Facility Modifications.

Reed, Peggy A.
1990
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Practitioners

An assistant professor of education and preschool director implemented a practicum intervention designed to increase the range of child care services provided in a Christian college's preschool laboratory. The primary goal of the intervention was to provide a high quality day care program which met the physical, cognitive, and emotional needs of preschool children in a setting that was convenient for parents attending the college. A second aim was to provide a model child development laboratory as an example for students studying early childhood education and child care and development. Specific objectives were related to state licensing standards, building modifications, budget and fundraising, and enrollment. Practicum evaluation data indicated that the intervention was successful in achieving its overall goals. Parents were pleased with the expanded hours and increased services. Parents' participation in the program improved as they helped raise money for it. College students had the opportunity to be involved in a project that gave them practical experience in their chosen field. Growing awareness of the preschool's program by faculty, staff, students, and the local community resulted in a 25 percent increase in enrollment. Appendices provide numerous materials, such as the floor plan and budget for the project, a chart of alternative lunch programs, lunch menus and recipes, favorite recipes, a grocery list, work/study guidelines, and a list of duties of college students working at the early childhood center. (38 references) (RH)

Descriptors: *Facility Improvement; *Fund Raising; Laboratory Schools; Preschool Education; *Program Improvement *Volunteers

ED325248 PS019215

Improving Literacy Skills and Self-Image within the Daycare Teacher Training Program through an Emphasis on Cultural Heritage.

Buchan, Barbara
1990
87p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91
Target Audience: Practitioners

A consultant and guest trainer implemented a practicum intervention designed to enable the graduation of 10 at-risk Latina women from a day care teacher training program. The trainees had been identified as being at-risk of dropping out of the program due to a lack of English-as-a-Second-Language (ESL) and literacy skills, low self-esteem, and lack of motivation. During the course of 12 weekly 90-minute sessions, trainees drew on their cultural heritage to develop ESL and literacy skills, motivation, and a sense of competency and self-esteem. Practicum evaluation data indicated that the intervention was successful. All participants graduated from the program. Analysis of the evaluation data indicated that 9 of the 10 graduates met the agency's day care teacher competency standards and exceeded state standards. The intervention's emphasis on the trainees' cultural heritage led trainees to value their language and culture and share them with children in day care, and to feel comfortable expressing themselves in English with children, parents, and employers. Related materials, such as a teacher evaluation form, word list, and vocabulary test, are appended. (RH)

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Descriptors: Child Caregivers; Continuing Education; *Curriculum Enrichment; Day Care; Early Childhood Education; *High Risk Students; Language Enrichment; *Latin Americans; Minority Groups; *Preservice Teacher Education; *Second Language Learning; Self Esteem; Spanish Speaking; Student Motivation; *Student Needs

Identifiers: *Cultural Heritage

ED325247 PS019214

Increasing Social Competence in Kindergarten and First Grade Children through Modeling and Practice in a Self-Motivating Play Group.

Ferrentino, Michael P.

1990

69p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR91

Target Audience: Practitioners

A behavior management specialist implemented a practicum intervention designed to increase prosocial behavior and positive peer interaction among kindergartners and first graders by means of student participation in a self-motivating play group. Five students attended a daily play session in block and housekeeping play settings that had been established for the purposes of motivating student activity and increasing appropriate play with toys, and increasing socially competent behaviors relevant to classroom expectations. Sessions were videotaped. Students were able to expand on their skills and were free to take risks without fear of rules imposed by adults. Before each play group session, students sat on the floor with a participating teacher and planned their involvement. Students concentrated on the area they preferred to play in, the materials they wanted to play with, the actions they proposed to undertake with the materials, and the students they wanted as playmates. When situations involving inappropriate behaviors arose, students were shown their behaviors on tape. Immediately afterwards, appropriate ways to play and interact were taught and modeled. After students practiced modeled behaviors, they viewed their taped behaviors and discussed their involvement. Practicum evaluation data indicated increases in social competence. Related materials are appended. Citations number 43. (RH)

Descriptors: Cooperation; *Elementary School Students; Grade 1; *Interpersonal Competence; Kindergarten Children; *Modeling (Psychology); *Play; Primary Education; *Prosocial Behavior; *Student Improvement

ED325246 PS019210

Development of an Inservice Training Program for Teachers in the Parent Education Child Study Lab Setting.

Witmer, Judith

1990

59p.; Master's Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Washington

Journal Announcement: RIEMAR91

Target Audience: Practitioners

A parent education instructor implemented a practicum intervention designed to address the information needs of part-time teachers in the parent education child study laboratory. The teachers wanted information concerning their roles and responsibilities in the laboratory programs. The laboratories were located at a community college with a staff of 30 parent educators, 50 classroom teachers, and a support staff of 4, that served over 1,000 students. The intervention targeted 14 teachers who were expected to continue working in the program. Objectives were to: (1) increase participants' understanding of program goals; (2) increase teachers' knowledge of their responsibilities concerning the job; and (3) decrease teacher turnover. In an effort to meet these objectives, a 1-day orientation session was held. Practicum evaluation data indicated that the intervention was successful. Related materials are appended, including survey forms and a list of goals and objectives for community college parent education programs. (RH)

Descriptors: *College Faculty; *Community Colleges; Early Childhood Education; Faculty Mobility; Higher Education; Inservice Teacher Education; *Laboratory Schools; Parent Education; *Teacher Orientation; *Teacher Responsibility; *Teacher Role

ED325233 PS019178

A Training Program for Paraprofessionals: Classroom Management Skills.

Strachan, Pamela

Jul 1990

56p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR91

Target Audience: Practitioners

An experienced kindergarten teacher implemented a 10-week practicum intervention designed to improve the classroom management skills of 9 kindergarten teacher aides. In-service training for participants included planned workshops, observations, team activities, coaching, and evaluation. Each participant concentrated on a specific skill or area of classroom management. Observations were conducted for the purpose of identifying classroom management skills in need of improvement. Participants worked in teams and participated in observational learning activities. Practicum evaluation data indicated that aides increased in knowledge of behavior

(cont. next page)

management skills and were able to apply their knowledge in their classrooms. It was concluded that the training program for paraprofessionals improved their effectiveness in the classroom and that future paraprofessional training programs were warranted. Related materials including pre/post tests and results, observation form and results, and teacher and paraprofessional surveys and results are appended. (RH)

Descriptors: •Classroom Techniques; Intervention; •Job Training; •Kindergarten; Primary Education; Program Implementation; •Teacher Aides; Team Training; Workshops

ED325164 JC900561

An Assessment of the Need for Development of the McCook Community College Alumni Group.

Craig, Ford M.

Nov 1990

42p.; Ed.D. Practicum, Nova University. Presented at a Seminar on "Emergence of Higher Education in America".

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEMAR91

To provide the administration with a better sense of direction regarding the ongoing development of the college's alumni organization, a mail survey was conducted of a random sample of 200 McCook Community College (MCC), Nebraska, alumni. After a series of follow-up telephone calls, usable surveys were obtained for 65.5% of the sample (N=131). Study findings included the following: (1) 66.4% of the alumni favored the creation of a formal alumni organization; (2) 19.5% rated the alumni newsletter as excellent, 66.7% as good, and 10.3% as average; (3) 70.2% favored having an annual social event; (4) asked about their interest in various social activities, 74.1% of the respondents were in favor of reunions, 71.8% were interested in an alumni night with college events, 49.6% favored travel/tours, 47.3% supported alumni awards, 41.2% were interested in a Phi-Theta Kappa alumni gathering, and 19.1% were interested in an alumni band; (5) over 50% of the alumni were willing to encourage potential students to attend MCC (81.7%), fund an alumni scholarship (61.7%), and serve as career day resource people (51.9%); and (6) over 65% of the respondents favored alumni benefits such as library services (72.5%), receiving copies of the school newspaper (70.2%), special alumni rates for college events (69.5%), and use of the computer lab when available (65.7%). Recommendations based on study findings included dissemination of study results to alumni and administrators, formation of a steering committee to guide the development of a formal alumni organization, and continuation of the alumni newsletter as a major communication device. A literature review on two-year college efforts to implement alumni associations, a bibliography, and the survey instrument and cover letter are included. (GFW)

Descriptors: •Alumni; •Alumni Associations; •College Graduates; Community Colleges; Graduate Surveys; •Group Activities; Needs Assessment; Public Relations; Questionnaires ; Two Year Colleges

ED325008 HE023925

Lack of Emphasis on Nutrition in Medical School Curriculum.

Friedman, Suanne

Jul 1990

75p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR91

The need and concern for the apparent lack of nutrition education provided in training programs for physicians was the impetus for begining a 10-session nutrition lecture series program. The program was developed and implemented in a large teaching medical center hospital and given to 16 third-year medical students. The program's purpose was to expand the nutrition education within the medical curriculum with the main focus being practical application of basic concepts. Program goals included early identification of patients at nutritional risk, improving nutritional assessment of at risk patients, increased understanding of appropriate choices of nutritional support, and heightened awareness of the role of the nutrition support service and registered dietitians. Course content included: nutritional assessment; enteral nutrition (formula choices, administration, equipment, and complications); and parenteral nutrition (guidelines for use, complications and fluid requirements). Results of a pre-test and post-test showed there was a significant improvement of nutrition knowledge of the medical students. It was concluded that expansion of nutrition education within the medical curriculum was successful. Expansion of the lecture series is being reviewed. Nineteen appendixes contain examples of various lecture series instructional, survey, and evaluation materials. (GLR)

Descriptors: •Curriculum Development; •Curriculum Enrichment ; Demonstration Programs; Educational Needs; Health Education Higher Education; Knowledge Level; •Medical Education; Medical Students; •Nutrition Instruction; Teaching Hospitals

Identifiers: •Nutrition Education Program

ED324966 FL018953

Changing Students' Attitudes To See Practical and Long-Term Application of a Foreign Language.

Kujda, Frances M.

Jun 1989

71p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

(160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

A study investigated the use of classroom strategies to improve students' attitudes about language study while improving their practical use of the language. Secondary school students of Spanish completed an interest survey, and then were involved in language class activities including writing paragraphs, watching a recorded television show, reading Spanish-language literature, writing descriptively, participating in a scavenger hunt, and listening to a native speaker's presentation on Mexican culture. After 10 weeks, students completed another interest survey, and the results were compared to those of the first survey. It was found that the implementation of the activities was successful in improving student attitudes about language learning. Survey forms are appended. (MSE)

Descriptors: *Attitude Change; *Change Strategies; Class Activities; Classroom Techniques; Instructional Effectiveness *Language Attitudes; *Language Role; *Relevance (Education); Secondary Education; Second Language Instruction; Second Language Learning; Spanish; *Student Attitudes; Surveys

ED324807 EA022343

Improving Communication and Collegial Relationships within an Elementary School Staff.

Reynolds, Carolyn E.
May 1990
66p.; Practicum Report, Nova University. Dot matrix print in some tables may not reproduce in paper copy adequately.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

The development and implementation of a program to facilitate communication and improve working relationships between elementary school staff members is described. Methodology involved observation of inservice faculty training sessions and a participant survey. The program was based on three components: a series of faculty inservice workshops, additional team leader training, and concrete communication mechanism adjustments. Findings indicate that the level of communication and quality of collegial relationships improved, but did not achieve program objectives. Recommendations are made for increasing shared decision-making in the form of teacher-led committees, awarding teacher recertification credit, and providing flexible scheduling. Appendices include the survey, a list of need indicators, program syllabus, and staff distribution. (24 references) (LMI)

Descriptors: *Collegiality; Communication Research; *Communication Skills; Elementary Secondary Education; Group Dynamics; *Inservice Teacher Education; Interpersonal Communication; Leadership; Listening Skills; Organizational Climate; Organizational Communication; Organizational Effectiveness; Problem Solving; *Professional Development; Teacher Improvement; *Teacher Workshops; *Team Training

Identifiers: *Florida

ED324806 EA022342

Cut Sick-Pay a Day: An Incentive Plan To Reduce Teacher Absenteeism. A Practicum Report.

White, Nancy A.
Mar 1990
103p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

An incentive program was developed to reduce teacher absenteeism in a large community high school (2,200 students) in South Florida. The four-point program included improved record-keeping systems, increased communication and information dissemination, internal recognition, and a cash lottery system. Pre- and post-attitudinal tests were administered to teachers and school administrators, and pre- and post-program teacher absentee rates were compared. Findings indicated a 20 percent reduction in absentee rates, improved teacher awareness of personnel policy, and increased administrator support of the new record-keeping system. Extensive appendices contain program correspondence, record-keeping forms, and statistical findings. (18 references) (LMI)

Descriptors: Academic Achievement; Costs; *Employee Absenteeism; *Incentives; Job Satisfaction; *Program Effectiveness; Program Evaluation; Secondary Education; *Teacher Attendance; Teacher Employment Benefits; Teacher Morale; *Teacher Motivation; Work Environment

Identifiers: *Florida

ED324714 CS507283

A Substitute Teacher Management Program To Enhance Communication between Substitute and Classroom Teachers at the Middle School Level.

Gaffney, Margaret
Jun 1989
57p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

This practicum addressed communication enhancement between classroom and substitute teachers by implementing a substitute teacher management program to improve the quality of information and materials teachers made available to substitutes. A systematic method by which substitutes learned school policies and procedures was also developed and

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

employed. A target population of six teachers was established based on data gathered through interviews, surveys, and systematic observations. The basic strategies of the program included: (1) developing, distributing, and utilizing a substitute handbook; (2) designing and implementing a systematic method for teachers to prepare for a substitute; (3) developing and utilizing a substitute report form; and (4) implementing a systematic method by which key resource people were made available to greet and assist substitutes. Pre and post surveys were administered to the target population to determine if the specific objectives had been accomplished. Results indicated that the solution strategies employed were highly successful in enhancing communication, establishing a viable procedure to assist the substitutes in learning school policies and procedures, and improving lesson planning and preparation for substitute teachers. (Appendixes include pre and post substitute teacher surveys, pre and post target population surveys, and interview questionnaires.) (Author/RS)

Descriptors: Communication Skills; Intermediate Grades; *Interpersonal Communication; Junior High Schools; *Middle Schools; Organizational Communication; *Staff Development; *Substitute Teachers

Identifiers: Professional Concerns; Supervisor Supervisee Relationship*

ED324707 CS507271

The Design and Implementation of a Speech, Drama, and Communications Course for Junior High Students.

Miller, Virginia H.
Dec 1985
102p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

A practicum was designed (for grades 7-9) which implemented a speech, drama, and communications course (18 students) at a nonpublic Christian school. The goals of positive student self-image and peer acceptance were emphasized through teacher-made and religious-oriented materials as well as through written and oral student presentations evidencing communication skills and drama experiences. Teaching segments were organized according to activities in four major areas: listening/observing, planning/teaching, writing/directing, and speaking/acting. Performances were geared to chapel presentations and plays before lower-school classes. Results on pre/posttests for oral presentation, teaching assignment, and dramatic performance evaluations revealed improved abilities for most student participants. Additionally, favorable comments about student performances and the messages of the presentations were made by other teachers, parents, and school administrators. (Twenty-one appendixes containing evaluation forms and course activities are included; and 16 references are attached.) (KEH)

Descriptors: Communication Apprehension; *Communication Skills; Course Content; *Course Organization; Curriculum Development; *Dramatics; Grade 8; Grade 9; Junior High Schools ; Junior High School Students; Language Arts; Peer Acceptance Private Schools; Self Concept; *Speech Communication; Teacher Developed Materials

Identifiers: Florida

ED324685 CS212539

Improve Quantity and Quality of Student Writing through the Implementation of Telecommunications and Process Writing Activities between Fifth and Sixth Grade Students.

Norris, Dolores J.
Aug 1990
50p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

A writing program was developed and implemented, using available technology, to increase the quality and the quantity of written communication of three heterogeneously grouped classes of fifth graders. The students learned to use the word processor, Magic Slate II, for process writing assignments. A modem, Supra Modem 2400, and Proterm software were used to initiate electronic dialogs between the target group of fifth-grade students at an elementary school and the sixth-grade students at a junior high school 25 miles away. The students utilized the international news programs of the Cable News Network as a stimulus for their interaction. Results indicated increased levels of achievement in students' communication and writing skills. Findings suggest that the utilization of technology and an active audience had a positive impact on the writing process. (Six appendixes, containing a teacher survey, student survey, writing scores, concept units, student final survey, and student survey results are attached.) (SR)

Descriptors: Audience Awareness; *Computer Networks; *Electronic Mail; Grade 5; Grade 6; Intermediate Grades; Junior High Schools; *Word Processing; *Writing Improvement; *Writing Instruction; Writing Laboratories; *Writing Processes

Identifiers: *Process Approach (Writing)

ED324669 CS212513

A Creative Thinking Approach to Developing a Guide to Practical and Effective Methods of Evaluating Student Writing Assignments.

DuVal, Carole L.
Jul 1990
63p.; M.S. Practicum, Nova University. Some supplementary material may not reproduce clearly.
EDRS Price - MF01/PC03 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

This practicum implemented a quality circle approach with the English faculty of a large public high school to devise and synthesize practical methods of evaluating student writing into a collection or handbook. The target group, 14 English instructors who indicated on a pre-practicum survey various degrees of frustration with their school's attempt to meet the state guidelines for student writing evaluation, met at least one hour every week for a 10-week implementation period to create an Operation Relief handbook under the guidance of the quality circle coordinator. The group's tasks involved providing input about needs and effective methods; evaluating the components of the guide concerning clarity, conciseness, appropriateness, and flexibility; and rating the effectiveness of the collection as a means of reducing frustration. Based on the creation and dissemination of the handbook as well as the responses to during- and post-practicum surveys, results indicated a significant decrease in the level of frustration by the English teachers. These findings provided significant information on the need for teacher input regarding problem solutions. (Seven figures of data are included; 7 appendixes containing state guidelines, surveys, and assessment instruments are attached.) (KEH)

Descriptors: English Instruction; Evaluation Methods; High Schools; Public Schools; *Quality Circles; Secondary School Teachers; *Teacher Developed Materials; *Teacher Effectiveness; *Teacher Response; Writing (Composition); *Writing Evaluation; Writing Skills

Identifiers: *English Teachers; Florida; Teacher Surveys

ED324668 CS212499

A Core Curriculum and Core Curriculum Guide for English III.

Haislip, Susan T.
Jun 1987
54p.; Educational Specialist Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

A practicum project developed the core curriculum and core curriculum guide for an American literature survey course. Students enrolled in the course came from low socioeconomic backgrounds, exhibited problematic behavior, and evidenced poor study habits, as well as low reading comprehension skills and substandard language usage. Under these circumstances the teachers had found it difficult to meet the state objectives and to come to a consensus in preparing a standard outline for the course. All eight teachers of the course responded to a needs survey, indicating a desire for model lesson plans that would employ collateral teaching techniques and allow for consistency of content. Following implementation of the core curriculum and core curriculum guide, an evaluation was made by the teachers. Results revealed that seven of the eight participating teachers and the department head expressed satisfaction with the core curriculum. Success was indicated by its acceptance by the teachers and adoption for future use by the department. Ten appendixes include three components of the curriculum guide (the curriculum framework, student performance standards, and writing enhancement program guidelines); the needs assessment survey with results; and criteria for planning and evaluating English language arts curriculum guides. (KEH)

Descriptors: *Core Curriculum; *Course Content; Course Descriptions; *Course Organization; Curriculum Design; *Curriculum Guides; English Curriculum; High Schools; Instructional Development; School Surveys; Teacher Response; Teaching Guides; Teaching Methods; *United States Literature

Identifiers: Florida

ED324645 CS010264

A Computer Program To Encourage Middle School Children To Read during Leisure Time.

Mareck, Barbara C.
Jun 1990
66p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Nevada
Journal Announcement: RIEMAR91

Designed to increase sixth-grade students' leisure time reading, this practicum study investigated the effectiveness of a computerized independent reading contest. An existing word processing program was modified to encourage the sixth-grade students to read. A list of 25 books was developed. Students used the computer program to respond to questions based on each book. The student with the greatest number of correct answers was declared the winner. A leisure time reading inventory and the Clark County School District Reading Management Diagnostic pre- and posttests were administered to the students. The practicum's goals were that 75% of the students would associate leisure time reading with academic achievement and that 50% of the students would increase their reading comprehension level, vocabulary, inferencing skills, and context clue skills each by 10%. None of these goals were met; however, some improvement in scores was noted, and the students who entered the contest appeared to enjoy the books they read and the challenge of the contest. (The leisure time reading inventory, two computer printouts of data, the reading questions, the form for student-generated questions, and instructions to students for using the computer software are attached.) (RS)

Descriptors: Computer Assisted Instruction; Grade 6; Intermediate Grades; Middle Schools; *Reading Games; Reading Research; *Recreational Reading

(cont. next page)

Identifiers: *Reading Contests; Reading Motivation

ED324643 CS010262

Nurturing Children's Literacy through the Establishment of a Community-Funded Preschool Lending Library and an In-Home Family Reading Program.

Ryan, Susan Fay
1990
127p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

This practicum was designed to address the problem of preschoolers who attend a weekly full-time daycare program needing more exposure to children's literature to properly nourish their literacy development. Goals of the practicum sought to ensure that books and literacy experiences become more available for children, increase individualized reading time for children in their homes, and involve the community in assisting with preschoolers' literacy development. Community support was solicited for an on-site preschool library collection of children's literature for the 65 regular preschoolers in attendance. The books were color-coded into eight categories to teach children classifications and how to select books and return them to their proper location. Highlights of the program included: a unique library card, a motivational theme and logo, and a literacy song. Cultural presentations became a regular part of the program along with a link to the public library system through a monthly storytelling session. Creative play was incorporated into a program emphasizing emergent literacy via newsletters to parents on how they could become involved in their child's reading process. Community groups supported the program with books, money, or labor. One service organization built bookshelves in a literacy center. (Twenty-two appendixes include a parent questionnaire, promotional letters, book checkout sheets, library card, literacy center floor plan, and other highlights from the program. Twenty-nine references are attached.) (Author/MG)

Descriptors: *Childrens Literature; Community Involvement; *Library Materials; Library Services; Literacy; Parent Participation; Parent Role; Preschool Children; Preschool Education; *Reading Aloud to Others

Identifiers: *Emergent Literacy; Prereading Activities

ED324565 CG022819

A Problem Solving Program to Aid Stress Reduction in Sixth Grade Students.

Horton, Janice M.
Jun 1990
66p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

Stress is a part of everyday life for adolescents with puberty as stress affecting sixth grade students (N=27) was addressed in a junior high school with a program designed to reduce stress through problem solving. Two evaluation devices, the Barksdale Stress Evaluation and the "My Stress Level" Test were used for pre- and post-test comparison. In the program, students were introduced to the concept of stress, were taught how to recognize it, and were trained to combat it through problem solving techniques. The program was implemented in a 12-week period. Evaluation of the pre- and post-test results indicated that long-term stress levels decreased but short-term stress levels increased. Attitudinal changes within the group were noted as well. It was concluded that problem solving as a stress reduction technique is helpful at the sixth grade level. (Appendices include surveys, stress evaluation instruments, progress evaluations, sample problem solving exercises, student worksheets, and teacher evaluations.) (Author/ABL)

Descriptors: Adolescents; Coping; *Grade 6; Intermediate Grades; Junior High Schools; *Junior High School Students; *Problem Solving; Program Effectiveness; *Stress Management; *Stress Variables

ED324533 CE056143

Using Relaxation, Cognitive Therapy, and Mental Imagery To Reduce Test Anxiety and Improve Performance among Firefighter Trainees.

Mogen, David S.
Sep 1990
103p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

The significant number of firefighter trainees experiencing performance evaluation anxiety during fire training school was addressed by the implementation of anxiety reduction and performance enhancement strategies. Audiotape recordings were chosen as the primary intervention medium to facilitate program effectiveness within an established fire training regimen. The intervention modalities of relaxation training, cognitive therapy, and mental imagery were implemented with 10 firefighter trainees. Two primary screening devices, the Text Anxiety Inventory (Speilberger 1980) and the State-Trait Anxiety Inventory (Speilberger 1983) were used to determine the preintervention and postintervention levels of performance evaluation anxiety. The results indicated measurable positive anxiety-reduction effects with significant improvement in

(cont. next page)

performance. It was concluded that the performance improvements were attributed to the vivid imagery dialogue and that this type of training presented on audiotape is most effective when used in conjunction with conventional training programs. (Includes 34 references. Appendixes to the study include measuring instruments, performance evaluations, relaxation dialogue, and imagery dialogue.) (Author/KC)

Descriptors: *Audiotape Recordings; Cognitive Restructuring *Fire Fighters; *Fire Science Education; Outcomes of Education ; Postsecondary Education; Program Effectiveness; Program Implementation; *Relaxation Training; Stress Management; *Test Anxiety; *Visualization

Identifiers: Florida (Miami Beach)

ED324529 CE056120

The Development and Implementation of a Functional Transition Class Work Study Program at the High School Level.

Surich, Walter L.
Feb 1990
59p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

A work study program was developed for five educable and trainable students in a high school transition class. A teacher's aide was trained as a job trainer at the workplace prior to program implementation; ongoing informal discussions at school with the program developer helped with problems that developed. The work study program developed in-class job readiness skills together with on-site work experiences at a community-based work environment to prepare students for productive work in society after graduation. Program success depended on job trainer effectiveness that enhanced student skill acquisition and readiness for post-graduation paid supported employment. Results showed that the targeted transition students performed on the job, developed necessary skills and self-confidence, and provided employers with a reliable, attentive, punctual, and motivated work force. The job trainer, who nurtured on-site student skill development, maintained a viable program. (Twenty-nine references are provided. Appendixes include a sample student attendance record, sample student skill acquisition checklist, a sample parent survey, a sample job trainer competency evaluation, and a sample student employment appraisal.) (YLB)

Descriptors: Employment Potential; High Schools; Job Skills *Mild Mental Retardation; On the Job Training; *Program Development; Program Implementation; *Special Education; Student Employment; *Trainers; *Transitional Programs; Vocational Education; Vocational Rehabilitation; Work Experience; *Work Experience Programs

ED324451 CE055968

Determining the Computer Literacy Levels of Vocational Teachers in Southern Nevada and Developing a Computer In-Service Program for Vocational Teachers.

Pomeroy, James L.
Jun 1990
147p.; Doctoral research project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Nevada
Journal Announcement: RIEMAR91

A study was conducted to achieve the following objectives: (1) to determine the computer skills level of the vocational teachers in Southern Nevada; (2) to design a computer literacy inservice program targeting the specific instructional needs of vocational teachers with deficient skills; (3) to develop a plan for evaluating the inservice training program; and (4) to develop an implementation plan for continued computer literacy inservice training and an undergraduate computer literacy training program for vocational teachers in university teacher training programs. A questionnaire was mailed to 43 vocational teachers and returned by 37, for a response rate of 86 percent. The same questionnaire was used for personal interviews with an additional 78 teachers. The following were among the findings: (1) 50 percent of the vocational teachers in Southern Nevada were not computer literate; (2) 100 percent of electronics teachers were computer literate; (3) 73 percent of drafting teachers were computer literate; (4) 14 percent of welding teachers were computer literate; (5) there were no significant statistical differences in computer literacy levels between secondary and postsecondary teachers or between teachers receiving content area training from different college and industry sources; (6) 62 percent of the computer literate vocational teachers indicated that they were self-taught; and (7) 71 percent indicated that they learned their computer skills after beginning to teach. The document provies an 11-page bibliography and an appendix that includes the survey form and materials related to a proposed computer literacy workshop (assessment forms, a list of performance objectives, and detailed lab assignments). (CML)

Descriptors: *Computer Literacy; Employment Qualifications; *Inservice Teacher Education; Postsecondary Education; Secondary Education; *Vocational Education Teachers; Workshops

Identifiers: *Nevada

ED324136 PS019127

Improving Attendance among Kindergarten through Fifth Grade Students Using a Multi-Intervention Program.

Betancourt, Irene

Sep 1990

80p.; Educational Specialist Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

Target Audience: Practitioners

A guidance counselor and chair of an elementary school's special services team implemented a 10-week practicum intervention designed to improve the school attendance of 107 kindergarten through fifth grade students who were chronically absent. While 49 percent of the truant students lived in an inner-city housing project, 62 percent lived in single family settings. The objectives of the intervention were to: (1) increase attendance; (2) increase parents' contact with school personnel; and (3) improve truants' attitudes toward self and school. Each targeted student met twice with the counselor to chart attendance and attended eight group meetings that explored such topics as decision making, self-esteem, motivation, values, effective communication, stress management, assertiveness training, and absenteeism versus attendance. Individual contingency contracts were developed. Students' parents were contacted through informal notes, telephone calls, and two-parent meetings. Attempts were made to improve parents' attitude toward school and increase their awareness of their ability to influence their child's success at school. Data indicate that the intervention was successful. Related materials are appended. (RH)

Descriptors: *Attendance; Elementary Education; *Elementary School Students; *Family School Relationship; *Kindergarten Children; Learning Activities; Newsletters; Program Effectiveness; *School Counseling; Self Concept; *Student Attitudes; Student Improvement

ED324132 PS019115

Improving Auditory Sequencing Skills in the Kindergarten-Age Child through the Increased Instruction of Music.

Brandt, Millicent Hume

Jun 1986

69p.; M.S. Practicum, Nova University. Pages III and V not included in copy received by ERIC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

Target Audience: Practitioners

A music teacher specialist at an elementary school with a typical kindergarten music program implemented a 10-week practicum intervention designed to improve the auditory sequencing skills of kindergarten children through increased instruction in music. Test scores on screening measures indicated the need to improve the children's auditory memory and sequencing skills. A target class of 15 kindergartners was given instruction in music 5 days a week for 25 minutes a day. Materials in the music curriculum that required sequencing, memory retention, and auditory skills were used. A control group was taught the same skills as the target group, but only twice a week. Instruction involved singing, rhythm, listening, and movement and dance. It was expected that only the target group would significantly improve in auditory sequencing skills and positive attitudes toward listening. Pretest and posttest practicum evaluation data indicated that the intervention was successful. Targeted kindergartners significantly improved in auditory memory sequencing skills, while children in the control group did not. Data from a teacher checklist that was used in a survey of the perceived importance of sequencing skills in the kindergarten classroom did not clearly support the primary finding. A total of 40

(cont. next page)

references are cited. Related materials are appended. (RH)
Descriptors: *Basic Skills; Check Lists; Cognitive Ability; Comparative Analysis; Instructional Materials; Kindergarten; *Kindergarten Children; *Learning Activities; *Music Activities; Primary Education; *Student Improvement
Identifiers: *Auditory Sensory Memory; *Sequencing Skills

ED324126 PS019105
A Systematic Behavior Modification Program To Increase Appropriate Behavior of the Exceptional Student in the Mainstream Classroom.
Bearey, Elizabeth G.
Sep 1990
106p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners
An exceptional student education specialist implemented a 10-week practicium intervention designed to decrease the inappropriate behavior and increase the appropriate behavior of exceptional students who had been mainstreamed into regular fourth- and fifth-grade classes. A total of 16 students classified as learning disabled or emotionally handicapped, and 10 of their regular education and special education teachers, participated in the intervention. An individualized daily behavior plan identifying rules, consequences for inappropriate behavior, and rewards for appropriate behavior was consistently implemented in all the students' classes. Technical assistance for effectively working with the exceptional students by identifying and discussing behavior management techniques was provided to each regular education teacher every 3 weeks. The regular classroom teachers were expected to improve their ability to work with mainstreamed exceptional students. Practicum evaluation data indicated that the intervention was successful. Related materials, such as a daily behavior plan, a parent-student contract, a guide to behavior management techniques, and charts and tally sheets showing program results, are appended. (RH)
Descriptors: *Elementary School Students; Emotional Problems ; Grade 4; Grade 5; Intermediate Grades; Learning Disabilities ; *Mainstreaming; Program Design; Program Effectiveness; Program Evaluation; *Student Behavior; *Student Improvement; *Teacher Improvement; Technical Assistance

ED324125 PS019104
Increasing Third Grade Social Skills through Cooperative Learning Techniques.
Fulton, Mona Layne
Jun 1990
186p.; M.S. Praticum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
A primary grades specialist implemented a 10-week practicum intervention designed to increase third graders' social skills by training their teachers in cooperative learning techniques and providing cooperatively structured lessons. Eight skills were addressed; these included the skills of accepting peers' ideas for group activities, completing tasks on time, and following directions. Teachers participated in eight weekly in-service sessions. These sessions concerned the research basis for using cooperative learning, a description of the concept, teacher and student roles, ideas for implementation, a management system, and cooperative lessons for students. Videos were shown that introduced cooperative learning and offered a view of students engaged in cooperative learning sessions. A "quality circle" team was organized for the purpose of brainstorming for ideas and reviewing the teacher in-service program and materials. Students were provided with lessons that were structured for cooperative learning in reading, spelling, and mathematics. It was expected that the intervention would improve students' social skills and task completion times and teachers' knowledge of techniques for teaching social skills. Practicum evaluation data indicated that the intervention was successful. Related materials, including a teacher training manual on cooperative learning, are appended to the document. (RH)
Descriptors: *Cooperative Learning; *Elementary School Students; Grade 3; Guidelines; *Inservice Teacher Education; *Interpersonal Competence; *Learning Activities; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Student Improvement; Teaching Methods; Videotape Recordings

ED324119 PS019087
Increasing the Awareness of Critical Thinking Skills through a Program of Parent Involvement.
Blackmer, Marilyn Z.
Aug 1987
81p.; M.Sc. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners
An elementary school science teacher implemented a practicum intervention designed to improve students' critical thinking skills by emphasizing the role of the parent as a resource at home. A total of 25 parents of third-fifth graders were instructed in four sessions in the Talent's Unlimited thinking skills model. Sessions focused on productive thinking, forecasting, decision making, planning, and communication.

(cont. next page)

Practicum evaluation data were derived from analyses of taped parent and child discussions of a poem and self-reflection surveys from 21 parents. Data indicated that the intervention was effective. Parents' higher level questions eliciting recall, application, analysis, synthesis, and evaluation increased, and parents' awareness of critical thinking skills also increased. The parent self-evaluation survey and the curriculum for the parent training sessions are included as attachments to the report. (RH)

Descriptors: Cognitive Ability; *Critical Thinking; Elementary Education; Elementary School Students; Grade 3; Grade 4; Grade 5; *Home Study; Learning Activities; *Parent Participation; *Parent Workshops; *Student Improvement; *Thinking Skills

ED324118 PS019086

Improving Communication with Parents of Kindergarten Children Concerning Curriculum and School Activities.

Flandach, Nancy Jo
Dec 1989
45p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners

A kindergarten teacher implemented a practicum intervention designed to improve teachers' communication with parents of kindergarten children concerning curriculum and school activities. In particular, the intervention aimed to increase parental involvement in spite of the fact that parents were unable to spend time at the school. A computer and selected software programs were used to provide parents with information about topics and activities related to daily classroom objectives. Computer hardware included an Apple IIe and an ImageWriter printer. Software included Appleworks, Print Shop, Print Shop Companion, and Print Shop graphics data disks. Materials and information developed from teachers' weekly team planning sessions were sent home for 8 weeks. Information consisted of a monthly curriculum overview, a calendar, and a list of activities that parents could easily implement at home with little time and few supplies. Evaluation data indicated that parents found the materials useful. Related materials, such as the parent needs survey instrument, the activity calendars, curriculum overview, and a list of parent and child activities, are appended. (RH)

Descriptors: Communication Problems; *Computer Uses in Education; *Kindergarten; Learning Activities; *Newsletters; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Primary Education

ED324117 PS019085

Developing a Spelling Program for Low-Functioning Second Grade Students.

Houghton, Brenda L.
Aug 1990
64p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners

A 10-week practicum intervention was designed to improve second graders' spelling skills. A target group of five students who had exhibited difficulty in staying on-task and were performing a half-year below grade level was selected. Practicum goals were that 60 percent of target children would: (1) score at least 80 percent on spelling tests in the 9th and 10th weeks; (2) recognize, at least 80 percent of the time, a misspelled word that had been taken from a spelling list and used in 10 sentences; and (3) demonstrate more positive attitudes toward spelling. The intervention consisted of the implementation of a spelling program that focused on the interweaving of traditional methods of teaching spelling, modality-based instruction, the use of computers, and a whole language approach. Students used spelling words in journals, creative stories, sentences, and poems. Computer activities designed to aid visual memory of spelling words and heighten student motivation were made available. Comparison of pre- and posttest evaluation data indicated that students' achievement in spelling and attitudes toward spelling improved. All practicum goals were attained and exceeded. It is concluded that the success of the program shows that spelling must have a meaningful and motivational purpose in students' daily work. Related materials, including the spelling attitude survey, are appended. (RH)

Descriptors: *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Students; Grade 2; Low Achievement; *Multisensory Learning; Primary Education; *Spelling Instruction; *Student Attitudes; *Student Improvement; Student Motivation; Teaching Methods; Whole Language Approach

ED324116 PS019084

Developing and Implementing a Suspension Team Outreach Program Guidance Administration Pupils (STOP-GAP) in a Secondary School Setting.

Martin-Hollings, Patricia
Mar 1989
128p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners

A guidance counselor implemented a 10-week practicum intervention designed to reduce the number of suspensions and repeat offenses among 9th and 10th graders. A team approach was used to implement a discipline and counseling model that incorporated guidance services as a routine intervention strategy with repeat offenders. The intervention program was called Suspension Team Outreach Program--Guidance, Administration, Pupils (STOP-GAP). Each pupil suspended by the assistant principal met with the guidance counselor at least once to develop a plan for alternative behavior and complete a Self-Esteem Inventory. At the end of 10 weeks, teachers completed an academic and social rating scale for each participant. Program evaluation data indicated fewer suspensions and repeat offenses among participants during the intervention than before it. At least half of the target group demonstrated improved self-concept in class participation, social interaction, emotional control, adaptability, and attitude. However, attendance decreased and there was little change in academic performance. It was concluded that a team discipline approach can reduce suspensions and repeat offenses and promote improved self-concept. Related materials, such as guidelines for a counseling session for developing alternative behaviors, are appended. (RH)

Descriptors: Academic Achievement; Attendance Patterns; Discipline Problems; *Guidance Programs; Guidelines; *High School Students; Models; *Program Development; *Self Esteem; *Student Improvement; *Suspension

ED324115 PS019083

Dialogue Journal Writing in Kindergarten and First Grade Classrooms.

Lopez, Eileen B.
Feb 1990
63p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners

An assistant principal for elementary instruction implemented a 10-week practicum intervention designed to use teacher in-service sessions to encourage the provision of daily opportunities for journal writing to kindergartners and first graders. In-service sessions offered: (1) an overview of highlights of related research; (2) approaches to the evaluation of student writing samples; (3) discussion of writing sample collection and evaluation; and (4) discussion of student progress in writing. Parents of participating students were invited to attend an evening orientation session in the week of the second in-service session. Included in the orientation were suggestions about activities parents could use at home to reinforce and support whole language instruction. Practicum effectiveness was assessed through classroom observations, reviews of student journals, comparison of students' pre- and post-samples, and a parent survey. Data indicated that students were provided with daily journal writing oportunities and that teachers wrote responses twice weekly. Students showed significant gains in developmental writing levels. Parental reactions to students' journal writing and invented spellings were positive. Related materials, such as surveys used and graphic analyses of pre- and post-intervention writing samples, are appended. (RH)

Descriptors: *Elementary School Curriculum; Grade 1; Inservice Teacher Education; *Journal Writing; *Kindergarten; Parent Participation; Primary Education; *Student Improvement *Teacher Role; *Whole Language Approach; Writing Instruction; Writing Readiness

ED324110 PS019075

Using Computer-Assisted Instruction To Improve Basic Skills in Second and Fourth Grades.

Mager, Judith
Jun 1989
115p.; Educational Specialist Practicum Report, Nova University. Appendices G, J, and K will not reproduce well due to extremely small, filled/broken print.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum intervention designed to improve the basic skills of second and fourth graders by means of computer-assisted instruction was implemented. The intervention focused on improving students' mathematics and writing scores on the Student State Assessment Test (SSAT), a test administered state-wide to third and fifth graders every year. Staff development activities, administrative and supervisory activities, and student and classroom activities were implemented concurrently. Staff development activities focused on increasing teachers' knowledge of computers and computer-assisted instruction. Administrative and supervisory activities concentrated on establishing the target group and developing a computer-assisted instructional program that would insure that students mastered required skills. Student and classroom activities involved at least two 30-minute sessions in the computer laboratory with a computer aide and use of the computer in the classroom. Results of the SSAT indicated that the program was not effective in remediating students' deficient skills. Mastery in the context of the computer laboratory did not always transfer to testing. Teachers did not demonstrate commitment to the program. Related materials, including survey instruments, and an annotated bibliography of 19 citations are provided. (RH)

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Descriptors: Basic Skills; *Computer Assisted Instruction; Computer Uses in Education; Elementary Education; *Elementary School Students; Grade 2; Grade 4; *Mathematics Skills; *Student Improvement; *Writing Skills

ED324109 PS019074
A Program To Increase Effective Teaming in the Middle School.
Sevick, Mary Jane
Dec 1989
51p.; Educational Specialist Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners

This practicum intervention was designed to improve the effectiveness of a middle school's interdisciplinary teams. While the school's sixth grade teams were judged to be effective in implementing the district's philosophy, two seventh grade and two eighth grade teams, composed of 18 teachers and 588 students, were among 70 interdisciplinary teams in county schools judged to be ineffective on the basis of survey responses. Interdisciplinary curriculum planning was particularly problematic. A curriculum grid was developed before staff development activities were implemented. The grid packet contained a mapping of each grade level's curriculum, a skills checklist for each subject area, a list of objectives for possible curriculum integration, and seven activities that could be transformed into thematic topics for use in correlating curriculum during any 9-week period. The purpose of the packet was to allow interdisciplinary teams of teachers to see vital connections and commonalities in their curricula. The packet was used in staff development activities. Evaluation data suggested that the use of a supportive tool, such as the curriculum connection packet, is a viable way to move interdisciplinary team teachers into the curriculum integration phase of teaming. The appendices include a team interview questionnaire, a teaming competencies checklist, and the teacher survey on cross curriculum connections. (RH)

Descriptors: Check Lists; *Curriculum Development; Educational Practices; Grade 7; Grade 8; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Surveys; *Teacher Effectiveness; Teaching Methods; *Team Teaching; Team Training

ED324108 PS019073
Improving the Skill of Analysis in Fifth and Sixth Grade Academic Excellence Students.
Stein, Sandra
May 1986
32p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91
Target Audience: Practitioners

This document describes the implementation of a practicum intervention designed to improve the analytic abilities of academically above-average fifth and sixth graders in a class that emphasized academic excellence. When students were tested on the development of complex thinking abilities, several areas needing improvement were identified. A target group of 10 students who were weak in analytic skills was selected to facilitate program monitoring. The 10-week intervention consisted of: (1) daily 15-20 minute lessons with language arts or mathematics tasks geared to increase analytical skills; (2) daily homework activities; (3) weekly lessons in language arts, mathematics, and social studies that involved thinking and problem solving; and (4) a 3-week-long individual research project that students completed at home. Daily tasks were drawn from books that provided problems for students to solve by using mathematics or language skills. Students were evaluated on the criteria of concentration, effectiveness, and analysis. Students found to be deficient in analytic skills at the beginning of the school year were not deficient when retested at the end of the school year. All students in the class, whether or not they were in the target group, showed substantial gains in analytical problem solving. (RH)

Descriptors: *Abstract Reasoning; Acceleration (Education); *Elementary School Students; Grade 5; Grade 6; Intermediate Grades; *Student Improvement; *Thinking Skills
Identifiers: *Analytic Ability

ED324047 JC900489
Development of a Questionnaire Designed To Identify the Instructional Training Needs of the Full-Time Faculty at Paradise Valley Community College.
Cristiano, Marilyn J.
Sep 1990
54p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160); THESIS (042)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEFEB91
Target Audience: Practitioners

This report details the process undertaken at Paradise Valley Community College (PVCC) to develop a content-valid questionnaire to identify the instructional training needs of full-time college faculty. Chapter 1 discusses the background to the project, reviews the goals of the Employee Development Program at PVCC and stresses the importance of identifying faculty training needs in order to create effective development efforts. Chapter 2 provides a review of the

(cont. next page)

literature on survey strategies and methods, sample size, and effective questionnaire development. Chapter 3 discusses the methodology and procedures utilized in developing the questionnaire, including the formation of a review committee, involvement of three research experts, and field testing of the questionnaire among 5 full-time faculty. Chapter 4 presents the results of the survey instrument development efforts, describing the goals of the questionnaire which included obtaining information on instructional methodology workshops which faculty would be interested in attending and faculty time slot preferences for workshops. Outlines of potential workshops and strategies for disseminating the questionnaire and analyzing the results are included in this chapter. Chapter 5 discusses implications and presents recommendations for implementing the faculty survey. The questionnaire, a sample data sheet/answer form, and a copy of the questionnaire cover letter are appended. (GFW)

Descriptors: College Faculty; Community Colleges; *Faculty Development; Literature Reviews; *Questionnaires; *Research Design; *Research Methodology; *School Surveys; Teacher Improvement; *Teacher Workshops; Two Year Colleges

Identifiers: *Paradise Valley Community College AZ

ED324045 JC900481

A Study To Determine If There Is a Relationship between Absences and Grades at McCook College.

Craig, Ford M.
Oct 1990
33p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEFEB91

In an effort to provide statistical support for more stringent attendance policies, a study was conducted at McCook Community College (MCC) to determine whether there was a significant relationship between absences and grades in freshman composition classes. A literature review of similar studies conducted at both the secondary and postsecondary levels found some evidence of a negative relationship between classroom absenteeism and academic performance. Data were drawn from the grade and attendance books of one instructor for three English 101 sections taught during fall semesters 1987, 1988, and 1989. Final semester percentage grades were calculated for those who missed class from one to three times and for students who missed class from four to seven times. Students who had no absences or more than seven absences were excluded. The major conclusion derived from the study was that an MCC composition student who was absent from class one to three times would receive a final semester percentage grade that was significantly higher than a student who missed from four to seven classes. Based on study findings, it was recommended that faculty take regular attendance and reduce grades for more than three absences. (JMC)

Descriptors: Academic Achievement; *Attendance; *Attendance Patterns; *Attendance Records; Community Colleges; Comparative Analysis; *Freshman Composition; *Grade Prediction; *Grades (Scholastic); Literature Reviews; Statistical Analysis; Two Year Colleges

Identifiers: *McCook Community College NE

ED323864 HE023865

Development of a Study Skills Curriculum as a Component of the ACT I Extended Freshman Orientation Experience at Brenau: Curriculum and Program Planning.

Robinson, Patricia W.
May 1990
46p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEFEB91
Target Audience: Practitioners

The purpose of this practicum was to develop a study skills curriculum to be incorporated into the existing ACT I Extended Freshman Orientation program at Brenau College in Georgia, to assist underprepared students admitted under special admissions programs in achieving greater academic success. An eight-step curriculum development process was followed, which consisted of the identification of: (1) institutional mission; (2) characteristics of Brenau students; (3) environmental factors impacting the curriculum; (4) specific learning outcomes expected; (5) specific curriculum content; (6) methods of delivery; (7) resources to be utilized; and (8) means of assessing student learning and the curriculum itself. The practicum product was a syllabus for a 5-session study skills program; the syllabus is provided in the appendix. The syllabus covers study habits, time management, effective reading, notetaking and listening skills, and test taking. Recommendations are offered for implementation of study skills content in ACT I and other college programs. Includes 31 references. (JDD)

Descriptors: College Programs; *Course Descriptions; *Curriculum Development; Higher Education; Institutional Research; Listening Skills; Notetaking; Private Colleges; School Orientation; Single Sex Colleges; Special Needs Students; Student Educational Objectives; *Study Skills; Summer Programs; Test Wiseness; Time Management

Identifiers: *Brenau College GA

ED323863 HE023864

A Study of Declining Enrollment Trends in Women's Colleges in America, and the Impact on Brenau College: Emergence of Higher Education in America.

Robinson, Patricia W.
May 1990
57p.; Ed.D. Practicum, Nova University.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEFEB91

The practicum reviewed the literature and research on the history, evolution, and current status of women's colleges in the United States with a view toward discovering a viable mission for women's colleges and new marketing and recruiting strategies to support their survival. The findings were analyzed and applied to the prevailing situation at Brenau Women's College in Georgia. The results of the research suggested that, while coeducation was often selected to assure economic survival, this choice generally negated the original purpose of single-sex education and obliterated the leadership and self-esteem building advantages of women's colleges. Those colleges that remained single sex generally found a special market niche and aggressively marketed their women's college advantages. Eight recommendations are made regarding strategic marketing and recruiting at Brenau Women's College, such as recruiting junior college transfer students, recruiting international young women, and developing support services for the returning adult female student. Includes 38 references. (Author/JDD)

Descriptors: Coeducation; Economic Factors; Educational History; *Enrollment Trends; Females; Higher Education; *Institutional Advancement; Institutional Mission; Institutional Research; Marketing; *Single Sex Colleges; Social Influences; *Student Recruitment; *Womens Education

Identifiers: *Brenau College GA

ED323856 HE023854

A Study of the Relationship between an Entering Freshman's Scholastic Aptitude Test Scores and Her Persistence to Graduation at Brenau.

Robinson, Patricia W.; Morgan, John A.
Feb 1989
37p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEFEB91

A study was conducted to examine the relationship between the Scholastic Aptitude Test (SAT) scores of freshmen entering Brenau College in Georgia and the likelihood of graduation from the institution. The basic research question was: Do proportionately more students entering Brenau with combined SAT scores at or above 800 persist to graduation at Brenau as compared to students entering with combined SATs below 800? The subjects were entering freshmen during the fall quarter for each of the years 1980 through 1983. The findings of the study revealed a statistically significant difference in graduation rate with proportionately more students entering with SAT composite scores at or above 800 persisting to graduation. However, the results were considered in relation to the data showing 51% of students admitted as freshmen during the years under study achieved less than 800 on the SAT, and 45% of freshmen who graduated in those classes came from the "below 800" SAT category. Recommendations included the following: (1) develop a study skills course for entering freshmen; (2) conduct faculty workshops encouraging teaching strategies and program planning to support the students enrolled; and (3) adjust in admission and recruiting strategies to emphasize Brenau's academic support system. Contains 20 references. (GLR)

Descriptors: *Academic Achievement; *Academic Persistence; Achievement Rating; *College Entrance Examinations; *College Freshmen; Dropout Rate; Faculty Development; Higher Education Student Adjustment; *Student Attrition; Study Skills

Identifiers: *Brenau College GA; Scholastic Aptitude Test

ED323806 FL018864

Improving English Language Competency Among ESL Second Grade Children Through a Socially Interactive Communicative Language Teaching (CLT) Program.

Landry, Maureen D.
1990
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEFEB91

A school situation was studied in which students of English as a Second Language (ESL) were not developing English communicative competence because ESL students were segregated from fluent English-speaking (FES) students. ESL students were having difficulties with English reading, writing, and math concepts. In response to this situation a program of communicative language teaching (CLT) was established. The program, undertaken as a practicum, had the following goals, to: (1) develop communicative language competence among ESL second graders; (2) increase social interaction between ESL and FES second grade children; and (3) develop better understanding of the English language and culture among all second graders. The program involved directed activities in the regular classroom, including lessons about food, family life, school life, art, pets, illness, games, and music, culminating with a multicultural night of songs, skits, dance, and food. The results were positive, with data analysis suggesting that a CLT program in the regular classroom contributed to both communicative competence in ESL students and social cohesiveness among all of the students. (MSE)

Descriptors: *Communicative Competence (Languages); Cultural Awareness; Educational Strategies; *English (Second Language) Grade 2; *Intercultural Communication; *Interpersonal Relationship; Language Skills; Primary Education; Program Descriptions; Program Design; Second Language Instruction; *Second Language Programs; Skill Development; Teaching Methods

DIALOG File 1: ERIC _ 66-92/FEB.

ED323693 EC232121

Enhancing Interdisciplinary Team Effectiveness: A Pre-Service Training Model for Physical and Occupational Therapy Students.

Lander, Jennifer L.

24 Apr 1990

88p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

Target Audience: Practitioners

The practicum provided interdisciplinary team educational experiences for students of physical and occupational therapy. Activities included administering a questionnaire to physical therapy students to determine student understanding of pediatric physical and occupational therapy role delineation. Questionnaires were also administered to graduates and practicing therapists to determine the need for pre-service training on the team approach and team effectiveness. A specialized pediatric physical therapy seminar course was conducted and evaluated in conjunction with an occupational therapy seminar course. Evaluation indicated that students increased their commitment to the importance of teamwork in pediatric therapy and increased cooperative activities between occupational and physical therapy faculty members. About half portion of the document consists of appendixes, including the pre/post-training questionnaire given to students, classification for analysis of questionnaire results, the questionnaire given to new graduates, the telephone interview question list, the physical therapy class syllabus, the case study assignment, the parent training handout, cooperative group games, examples of student responses, and raw data. (DB)

Descriptors: Children; *Disabilities; Higher Education; *Interdisciplinary Approach; *Occupational Therapy; *Physical Therapy; Questionnaires; *Role Perception; Seminars; Student Attitudes; *Teamwork; Therapists

---

ED323579 CS507270

Quiet Children: Increasing Participation and Decreasing Speech Anxiety through the Study of Poetry.

Rogers, Valerie G.

Jan 1988

98p.; M.S. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

A poetry unit was developed for a practicum project in a regular eighth-grade English class to improve student participation and to decrease speech anxiety for students. Methods employed within this unit included the use of clarity and structure, classroom environment, student-chosen seating, praise and success, small group activities, share time, and participation strategies. The program, implemented over a 10-week instruction period in 2 classes of 57 students, contained 5 basic components: 2 pre/post tests; 2 pre/post surveys; and poetry-related activities. Results revealed a significant decrease in levels of student apprehension and

(cont. next page)

anxiety in all areas. Students also demonstrated an increase in their amount of classroom participation and more positive attitudes toward poetry and poetry-related activities. (Thirty-nine references and 26 appendixes containing pre/post surveys, pre/post tests, tables of survey and test scores, and sample activities are attached.) (Author/KEH)

Descriptors: *Classroom Environment; *Communication Apprehension; Communication Research; Communication Skills; English Curriculum; Grade 8; Junior High Schools; *Literature Appreciation; Middle Schools; *Poetry; Small Group Instruction ; *Student Attitudes; Student Behavior; Student Characteristics; Teaching Methods

Identifiers: Seating Assignments

ED323563 CS212521

A Model for Improving Writing in the Heterogeneously Grouped Classroom through Cooperative Problem-Solving.

Johnson, Nancy
Aug 1990
65p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum incorporating cooperative problem-solving and cooperative process writing was developed to improve attitudes toward writing and to improve writing skills. The participants, 28 heterogeneously grouped grade 12 students, worked in cooperative learning groups throughout a summer session to develop their writing and their problem-solving skills. Pre/posttests on problem solving were administered to the students as well as pre/post writing assignments. Results revealed the success of the program: (1) 75% of the target group improved their problem-solving ability and 29% improved their scores by 25%; (2) all the participants improved their writing ability and 32% improved their writing skills by 20%; and (3) based upon comparison of questionnaires, checklists, journals, and logs written during the semester, 80% showed at least a 30% percent improvement in attitude toward writing and school. (Thirty-six references and six appendixes containing questionnaires and pre/posttest results are attached.) (KEH)

Descriptors: Computer Oriented Programs; *Cooperative Learning; Creative Thinking; Critical Thinking; Grade 12; Heterogeneous Grouping; High Schools; *Problem Solving; *Skill Development; *Writing Attitudes; *Writing Improvement; Writing Instruction; Writing Skills

Identifiers: Florida

ED323562 CS212520

Improving Reading/Writing Skills of First Grade Students.

O'Neil, Maria T.
Jun 1990
60p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

To improve reading/writing skills in a target group of 10 first-grade students, an intensive writing curriculum was implemented over a period of 10 weeks. The program included numerous strategies to improve beginning skills: using concrete objects for classification; using comic strips to illustrate sequencing; daily practice on correct posture and placement of paper for writing; alphabetizing sets of letters; and individual writing conferences. The goal of this project was to reduce the discrepancy between students' demonstrated beginning reading/writing skills and expected skills. Success was measured by measuring the results of a posttest against the county's expectations for grade 1 students. The strategies used in this project clearly indicated that the students mastered all 6 objectives with at least 80% mastery. The strategies and activities presented in this project may provide teachers additional resources to help pinpoint their students' areas of weakness. The motivation this project gives to teachers is to individualize their instruction. Appendixes include a sample assessment card, a teacher-made criterion-referenced test, and the county's grade 1 formal writing assessment. (Author/MG)

Descriptors: Grade 1; *Individualized Instruction; Primary Education; Reading Instruction; Reading Research; *Reading Skills; *Reading Writing Relationship; Writing Evaluation; Writing Instruction; Writing Research; *Writing Skills; *Writing Strategies

Identifiers: Childrens Writing

ED323560 CS212518

Improving Academic Achievement and Self-Esteem in Secondary Students through Parental Involvement and Teacher Cooperative Consultation.

Basford, Linda Douglas
Jun 1990
193p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

The purpose of this practicum was to develop a program to increase high school juniors' and seniors' academic achievement by one grade level, their self-esteem by one level (as measured by the North York Secondary School Self-Concept Inventory), and to increase parent positive responses and interest in the program and its continuation. Examination of 41 Diversified Cooperative Training (DCT) students' cumulative records revealed that 15, or 37%, performed below their ability as proven by comparing the Intelligence Quotient (IQ)

(cont. next page)

of the Test of Cognitive Skills, Stanine scores on the Total Language portion of latest Comprehensive Tests of Basic Skills, and the first semester grade in their English class. Pretest results of self-esteem inventories showed more than half of this group was below average. The problem was addressed by involving the parents of these students and implementing a 12-week program of Cooperative Consultation with the DCT students' English teacher and their parents. A teacher-made, self-enhancement program was also implemented. Although the objective of having all 15 of the students increase their academic attainment level was not achieved, 80% raised their English grade by one level. The desired level of increased self-esteem was not achieved. Parents showed an increase in positive responses and interest in the consultation program, and it was concluded that the program could be used to increase academic achievement. Sufficient time should be allowed for strategies in self-esteem to be effective. (Seven tables of data are included, and 28 references are attached. Appendixes include the communication instrument, questionnaires mailed to parents, and self-enhancement materials for secondary students and teachers.) (Author/MG)

Descriptors: *Academic Achievement; English Curriculum; High Schools; High School Students; Low Achievement; Parent Influence; Parent Participation; Parent Role; Parent School Relationship; Parent Student Relationship; School Effectiveness; *Self Esteem; *Student Improvement; Underachievement

Identifiers: Florida; Teacher Collaboration

ED323559 CS212517

Improve Reading Comprehension and Self-Esteem through the Use of the Writing Process.

Knight, Joyce L.
Jun 1990
44p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

This paper describes a practicum in which a comprehensive daily writing program was implemented to determine the effectiveness of the writing process in improving the self-esteem as well as the reading skills of first-grade students. The target group was 11 first graders who, out of a class of 25 students, had failed the comprehension part of the pre-practicum reading test and were evaluated as having low self-esteem. The target students spent 1 hour daily on some aspect of the writing process working with a team of peers to complete their own books. Getting support and respect from their group, the students read and wrote their stories over and over again, from prewriting and drafting to editing and "publishing" in student-made books. After the 12-week practicum, students were retested and re-evaluated. Results revealed improvement in reading comprehension scores. All the students passed the posttest, which brought them up to grade level. Results also revealed growth in self-esteem in all but three students, who were learning disabled children. The findings suggest that the writing process could be used in other grade levels to increase reading comprehension. (Twenty references and four appendixes containing the pre/post reading and self-esteem tests and samples of student writing are attached.) (KEH)

Descriptors: Cognitive Processes; *Cooperative Learning; Grade 1; Learning Problems; Learning Readiness; Primary Education; *Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Strategies; Reading Writing Relationship; *Self Esteem; *Writing Exercises; *Writing Processes

Identifiers: *Childrens Writing

ED323557 CS212514

Using Instruction in Sentence Combining To Improve Syntactic Maturity in Student Writing.

Willig, Judith B.
Aug 1985
50p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum provided 10th- grade students in 2 English honors classes with direct instruction in sentence combining. The goal of the program was to increase the syntactic complexity of student writing, to have students express more in each sentence. Instruction was approached from different aspects. The students worked with two textbooks on sentence combining. They worked with sentences from the newspaper and a magazine. There were lessons in sentence combining as a means to understanding the style of the two textbook authors. Sentence combining was used as a means to encourage substantial revision of essays. Writing an abstract of the research paper was approached through sentence combining. Exercises utilizing different levels of thinking were also included. According to a pretest and posttest measured by T-unit length, students progressed an average of four years during a 10-week period. The attitudes of the students toward writing generally improved. (Sixteen references and a bibliography are attached. Appendixes include: a letter from the language arts supervisor, a "T.V. Guide" exercise, an essay on sentence combining strategies keyed to Bloom's learning behaviors, a pretest and posttest, and test results.) (Author/MG)

Descriptors: Grade 10; Grammar; High Schools; *Sentence Combining; Sentences; Sentence Structure; Writing Attitudes; *Writing Exercises; *Writing Instruction; Writing Research; Writing Skills

Identifiers: Writing Development

DIALOG File 1: ERIC _ 66-92/FEB.

ED323555 CS212511

Proposed Television Production Program for Senior High School Students To Develop Critical Thinking Skills.

Dale, Nancy
Mar 1988
101p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum was developed to create a high school television production that would develop and improve the broadcast journalism students' critical thinking skills. A 5-minute daily newscast (written, produced, and telecast by the students) was initiated during a 10-week period. Students had the opportunity to become involved in a variety of the following roles: news director, producers, timers, floor director, floor manager, studio production crew, remote production crew, news reporters/anchors, video engineer, and lighting engineer. Additionally, pre- and postcritical thinking skills tests were administered to the 150 participating students, asking the subjects to identify inferences and to evaluate the meaning in an ambiguous news story. Results of the program implementation and testing revealed improved skills in organizing information; analyzing the content of materials gathered for a news story; synthesizing and ordering facts in an understandable presentation for a high school audience; and evaluating content and visually presenting ideas for a fair, accurate and balanced news report. (Twenty appendixes containing testing data, production criteria, broadcast format, instructional objectives, lesson plans, and class assignments are attached.) (KEH)

Descriptors: *Broadcast Journalism; *Critical Thinking; Educational Television; *Experiential Learning; High Schools; High School Students; Learning Processes; News Media; News Reporting; News Writing; Teaching Methods; *Television Curriculum; Television Teachers; Thinking Skills

Identifiers: Course Development; Media Courses

ED323546 CS212501

Increasing Essay Scores of Advanced Placement Students by Use of the Rubric and Forensic Invention.

Ford, James M.
Jun 1987
47p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

Because a high percentage of Advanced Placement English Language and Composition (APELC) students from a small rural high school were receiving below-average grades on the Advanced Placement Examination, a 10-week composition program was designed and implemented. The composition program included three main strategies: (1) the use of the rubric as an instructional device; (2) the use of forensic invention as an instructional strategy to teach writing in the argumentative mode of rhetorical discourse; and (3) four weekend sessions of test simulation. Pre- and post-tests were graded holistically by a qualified reader using a scoring rubric. Results showed the program to be successful: the pretest passing rate of 38% (5 of 13 students) was raised in the posttest to 67% (10 of 15 students), which closely approximates the national norm of a 60% passing rate. Elements of the program will be expanded to include department implementation and cross-curricular application. (Fourteen references are attached. Four appendixes contain 1985 and 1986 APELC reports for the target high school, as well as one question in the argumentative mode from each of the 1985 and 1986 APELC examinations.) (Author/SR)

Descriptors: Advanced Courses; *Advanced Placement Programs Advanced Students; Educational Research; English Instruction; Essays; *Essay Tests; High Schools; *Rhetoric; Teaching Methods; Test Coaching; *Writing Instruction; Writing Research ; *Writing Skills

Identifiers: *Rubric

ED323545 CS212500

The Use of Improvisation and Mapping To Teach a Dramatic Text.

Aloma, Denise V.
May 1987
75p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum was developed which used improvisation and mapping strategies in the teaching of Shakespearean drama to increase comprehension and to develop a more positive attitude toward Shakespeare and drama in general. Subjects were a target group of 15 students enrolled in a ninth grade English class at a preparatory institution. Subjects, who first responded to an attitude survey about studying Shakespeare and took a pre-unit test, were involved in a 10-week unit on the "Merchant of Venice" in which the teaching technique was script-based improvisation with the added component of mapping. Subjects were given a post unit achievement and attitude test on the material studied. Data were also collected from three English teachers, who were asked to respond to a survey investigating methods and results associated with the teaching of the dramatic text. Results revealed increased levels of achievement in test scores for recall, comprehension, and inferences. Also evident were significant differences in attitudes toward the study of

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Shakespearean drama. Results suggest that the teaching method was an effective solution strategy to correct attitudinal and comprehension problems. (Four tables of data are included; 18 references and 7 appendixes containing the surveys, the pre/post achievement and attitude tests, and improvisation class materials are attached.) (KEH)

Descriptors: Creative Dramatics; Drama; English Curriculum; English Literature; Grade 9; High Schools; *Improvisation; Learning Processes; *Literature Appreciation; *Oral Interpretation; Reading Comprehension; *Student Attitudes; Study Skills; Teaching Guides; *Teaching Methods

Identifiers: *Mapping; *Merchant of Venice; Shakespeare (William)

ED323532 CS010248

A Program to Develop Vocabulary Success through Multimedia Techniques.

Wills, Linda
Jun 1990
69p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

For this practicum, a program of multimedia peer dramatic presentations was developed to improve the vocabulary skills of middle school students. Each week for 10 weeks a target group of 18 randomly selected students viewed 5 short video skits (produced by broadcast arts students) which were designed to introduce and define new vocabulary terms; the target group also participated in daily writing activities to reinforce the new vocabulary skills. A control group of 18 students was also randomly selected to learn the same vocabulary through similar writing activities but without viewing the television broadcasts. Both groups were given a pretest prior to implementation of the practicum and a posttest at the conclusion of the treatment to determine the extent of mastery of 50 new vocabulary terms. Results revealed that the control group achieved a median gain of two points which were attributed to normal learning activities and exposure to reinforcement exercises, while the target group evidenced significantly higher levels of achievement in vocabulary skills. Findings suggest that the utilization of multimedia peer dramatic presentations to introduce and reinforce vocabulary skills is a successful means of facilitating learning. (Five tables of data are included; three appendixes including the vocabulary pre- and posttest, activities booklet, and teacher's lexicon are attached.) (KEH)

Descriptors: Cooperative Learning; Intermediate Grades; Junior High Schools; Learning Processes; Middle Schools; *Multimedia Instruction; *Multisensory Learning; Peer Groups; Reading Comprehension; Skill Development; *Skits; Teaching Methods; *Vocabulary Development; *Vocabulary Skills; Writing Assignments

Identifiers: Middle School Students; Stanford Achievement Tests

ED323529 CS010244

Improving Fourth Graders' Attitudes toward Leisure-Time Reading and Increasing Book Involvement.

Beck, Deborah A.
Jun 1990
63p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

The practicum described in this report consisted of a reading program that was developed and implemented to improve attitudes toward leisure-time reading with an increased book involvement among elementary students. A target group of 30 students in a fourth grade self-contained class was established for the program. The program contained three basic strategies: read-aloud sessions conducted by teachers, parents, and other adults; daily sustained silent reading periods; and the keeping of a student reading log. Success was measured by comparing students' pre- and post-attitude surveys, pre- and post-teacher observation logs of sustained silent reading behavior, and pre- and post-classroom averages of the total number of books read. Results were positive, with reading the most frequently named favorite leisure time activity at the end of the 10-week program, sustained silent reading behavior significantly improved, and significant increases made in the number of books students read. (Three figures and 3 tables of data are included, and 24 references are attached. Appendixes include a monthly report of volunteer support, results from the Degrees of Reading Power Test, a tally of results of parent and student surveys, and samples of forms and lists.) (Author/SR)

Descriptors: *Elementary School Students; Grade 4; Intermediate Grades; Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Programs; *Recreational Reading; Sustained Silent Reading

Identifiers: Degrees of Reading Power; Florida

ED323524 CS010239

Team Authorship Program.

Payne, Kimberly Michelle
Jun 1989
51p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A supplemental reading program designed to increase basic reading vocabulary was implemented as a practicum project with

(cont. next page)

first-grade students demonstrating deficiencies in reading. The students were assigned to teams (organized according to alphabetized lists of topics generated by the students) to write, illustrate, and read books cooperatively with teacher direction. A pre/post vocabulary test was used to measure the effectiveness of the program. Results indicated increased interest in reading and writing as well as increased vocabulary ability. Findings suggest that the team approach is easily adapted to any existing reading program and provides a vehicle to enhance reading and writing achievement. Five tables of data are included. Appendixes include a teacher survey, a parent survey, data indicating need for program, an observation checklist, a letter to parents, a sample team book, graphic analysis of test results, and comments from teachers and parents. (Author/KEH)

Descriptors: *Cognitive Development; Grade 1; *Integrated Activities; Language Acquisition; *Language Experience Approach; Literacy; Primary Education; *Reading Improvement; *Reading Programs; Reading Readiness; Reading Skills; Reading Writing Relationship; *Teaching Methods; Vocabulary Development

Identifiers: *Collaborative Learning; Florida

ED323523 CS010238

Reading Rate and Comprehension: A Solution Strategy.

Jacobson, Marsha Anhold
Dec 1988
59p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum addressed the problem of achieving reading speed and accuracy along with reading comprehension in an eighth grade remedial class, by implementing short timed reading passages and teacher-made speed tapes. Eleven students were pretested and posttested with the Gates-MacGinitie reading test in comprehension, speed, and accuracy. The 10-week implementation was successful in meeting most of its objectives. Results revealed that 91% of the students met the required gain of .04 year in reading comprehension. The actual mean gain was one year. Results demonstrated that a remedial target group could gain in reading comprehension and reading rate in a 10-week period. Research also demonstrated that remedial reading students increase their reading comprehension at a much greater rate than their reading speed and accuracy. (Appendixes include individual student scores, sample student charts, reading rate formula, survey results, and a sample of the type of materials used by the students.) (Author/MG)

Descriptors: Grade 8; Junior High Schools; Reading Achievement; *Reading Comprehension; *Reading Rate; Reading Research; *Reading Strategies; Remedial Reading; Teacher Developed Materials

Identifiers: Florida; Gates MacGinitie Reading Tests

ED323519 CS010233

Increasing Reading Fluency for Learning-Disabled and Remedial Readers.

Moore, Carol
30 Aug 1990
82p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum addressed the problem of lack of fluency of learning-disabled and low-achieving students (N=24) retained in the first grade by using predictable books written in a natural manner emphasizing the children's natural language. Two evaluation procedures from the Reading Miscue Inventory were used to determine the degree to which students reduced miscues that altered the meaning of the text. Retelling of the story gave the reader an opportunity to enhance the construction of meaning. Strategies based upon a holistic view of the reading were implemented to provide students with the ability to sample, predict, and confirm as they made use of the knowledge, within a pragmatic context, of the syntactic, semantic, and graphophonic cueing systems, each interacting in order to process print. Results indicated decreased levels of miscues, taken individually and in sentence context, and a shift in attitude from a subskills or skills view of reading to a more holistic and personal view of reading. Fluency was increased as measured by the goals set for the study. (Two tables of data are included, and 47 references are attached. Appendixes include an analysis of miscues, book selection evaluation, and parental involvement forms.) (Author/MG)

Descriptors: Childrens Literature; Grade 1; Learning Disabilities; Low Achievement; *Miscue Analysis; Primary Education; Reading Research; Reading Skills; *Remedial Reading ; Whole Language Approach

Identifiers: Education Consolidation Improvement Act Chapter 1; Emergent Literacy; Predictable Books; *Reading Fluency; Reading Miscue Inventory

ED323518 CS010231

Teaching Reading to Chapter One Pre-First Grade Students Using a Literature Based Approach.

Nadler, Diane Leboe
Aug 1989
76p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A literature based reading program was developed to improve reading comprehension skills of 14 students in a Chapter 1 pre-first grade class. Instead of using a basal reader for

(cont. next page)

instruction, the students were exposed to trade or literature books. The reading strategies that were pre- and posttested were recognition of a sight vocabulary, recognition of the letters of the alphabet, and recognition of family rhyming words. The results indicated a marked improvement in reading comprehension as well as increased student self-esteem from success in reading. (Nineteen references and 18 appendixes containing testing instruments and results as well as a suggested list of appropriate trade books are attached.) (Author/KEH)

Descriptors: Basal Reading; High Risk Students; Kindergarten ; Language Experience Approach; Language Skills; Primary Education; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Readiness; *Reading Strategies; Self Esteem; *Transitional Programs; *Whole Language Approach

Identifiers: Education Consolidation Improvement Act Chapter 1; *Trade Books

ED323516 CS010229

Increasing Sight Vocabulary Skills of First Grade Students: A Three Step Approach.

Markstahler, Michele
Jul 1990
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

For this practicum three methods for improving sight vocabulary for first graders were developed and implemented. Goals were to increase vocabulary recognition, improve students' attitudes toward reading, and raise critical thinking levels using parental support. The program, which involved 10 students, took place in 3 phases allowing 4 weeks per subject. The three methods used were flashcards, games, and parental support. A pretest and posttest were administered during each phase. Results indicated the greatest success in phase 2 using games to teach vocabulary. (Three tables are included. Appendixes include prior reading averages, pretest and posttest scores, parental packet, and tally scores for reading selection.) (Author/SR)

Descriptors: *Beginning Reading; *Educational Games; Grade 1 ; Parent Participation; *Parent Student Relationship; Primary Education; *Reading Attitudes; *Reading Instruction; *Sight Vocabulary

Identifiers: *Flash Cards; Florida

ED323508 CS010220

Increasing Reading Achievement through Repeated Paired Reading.

Frost, Sandra B.
Aug 1990
71p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A program of paired, repeated reading was developed to improve the achievement in reading comprehension of 14 targeted third-grade students. The program had three basic objectives: (1) to increase literal comprehension by 25%; (2) to increase inference of main idea by 25%; and (3) to increase inference skills of drawing conclusions by 25%. The Qualitative Reading Inventory was administered as a pre- and posttest for assessment. The 14-week reading program involved a daily session of paired repeated reading incorporating critical thinking skills on alternate days. Results indicated that students exceeded the anticipated objectives. Literal comprehension increased by 44%; main idea inference skills increased by 80%; and inference skills of drawing conclusions increased by 60%. (Fourteen references and 10 appendixes including a reading survey, a self-evaluation sheet, and data sheets are attached.) (Author/SR)

Descriptors: Cooperative Learning; Grade 3; Inferences; Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Comprehension; Reading Difficulties; *Reading Instruction

Identifiers: *Paired Reading

ED323507 CS010219

Improving Critical Reading Skills by Use of Multiple Methods/Materials Individualized Instruction.

Orr, Patricia B.
Jun 1989
47p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

This practicum report describes an individualized multiple methods/materials approach to the teaching of reading to improve the critical reading skills of seventh grade students in a middle school in Georgia. The core of the program was the use of novels selected with the particular interests of adolescents in mind. Sixty-four students in the developmental and accelerated reading classes participated in the 10-week program, which allowed for self-selection of books, self-pacing in reading rate, and uninterrupted time to read. A management system was formulated to allow for independent work by the students. Student/teacher conferences were built into the program. Critical reading skills were taught by a variety of methods and materials, including teacher instruction, worksheets geared to the individual books, and independent practice using reading kits and other individualized practice material. Pre- and posttests of critical reading skills, while showing higher scores for 70% of the students, did not show

(cont. next page)

the gains projected at the start of the program. However, student reaction to the program was excellent: greater enthusiasm for reading was immediate and sustained; student self-management worked well; and creative book projects were devised and well received. (Twenty-three references are attached, and three appendixes contain a list of selected novels, information on the management system, and a dissemination packet.) (SR)

Descriptors: Autoinstructional Aids; *Critical Reading; Grade 7; *Independent Reading; *Individual Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Reading Attitudes; *Reading Instruction; Reading Programs; Teaching Methods; *Whole Language Approach

Identifiers: Reading Management

ED323503 CS010215

Improving Oral Language Skills in Kindergarten Students through The Use of the Whole Language Approach.

Wright, Teresa A.

Jul 1990

85p.; M.S. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

An instructional program was designed to improve the oral language skills of kindergarten students. The target group consisted of 10 students who, according to their scores on the Yellow Brick Road Language Battery, were in need of a strong language development program. The instructional plan was based on the Shared Book Experience and other components of the Whole Language Approach. Also included in the project was a parent involvement program. The Test of Language Development-Primary, an oral skills checklist, and a parental log were used to measure the effectiveness of the programs. Results of these measures indicated that exposure to the Whole Language Approach successfully improved the oral language skills of the target group. It was also concluded that exposure to a structured parent involvement program significantly increased the level of parent involvement. (Sixteen references are attached. Appendixes include materials and activities used in both the instructional and parent involvement programs and the oral skills checklist.) (Author/SR)

Descriptors: Kindergarten; *Kindergarten Children; *Learning Activities; *Oral Language; *Parent Participation; *Prereading Experience; Primary Education; Reading Readiness; *Whole Language Approach

Identifiers: *Emergent Literacy; Florida

ED323502 CS010214

A Management System for Parental Reinforcement of Reading Skills for First Grade Chapter 1 Students.

Kroeger, Karen R.

Feb 1989

88p.; M.S. Practicum, Nova University. Some of the supplementary material may not reproduce well.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

A practicum was conducted to determine the effectiveness of parental reinforcement at home of the reading skills taught at school. Parents of first grade Chapter 1 students, participated for a 10-week period with the first week devoted to training parents to use the materials and the paired-reading concept. Scores on the reading assessment test used as a pre- and posttest, indicated an increase of at least 2 reading levels for 92.3% of the targeted group, exceeding the anticipated goal of 80%. A student survey was administered at the beginning and the end of the practicum. Results indicated an increase of 25.2% in the targeted group's interest in reading, which did not meet the original goal of 30% increase. A survey was also administered to parents at the beginning and end of the practicum to determine parents' change in attitude and involvement. A 15% increase was expected and the actual change was 9.2%. Results of the practicum as a whole indicated that students who were assisted by their parents improved their reading skills sufficiently to meet pupil progression standards. (Fourteen references are attached. Appendixes include: Chapter 1 Eligibility list; Assessment Test Scores evaluation charts; Family Background Survey; Student Survey Results; Family Change Information; Assessment Test Skills evaluation charts; Student Survey; Parent Interest Survey Results; Parent Contract; Parent Letter; Gameboard; Activity Calendars; Daily Report Forms; Pre and Post Assessment Test Comparison; Pre and Post Student Survey Comparison; Pre and Post Parent Attitude Survey Comparison.) (MG)

Descriptors: Family School Relationship; Grade 1; Parent Attitudes; *Parent Participation; Parents as Teachers; Primary Education; Reading Attitudes; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills

Identifiers: Education Consolidation Improvement Act Chapter 1

ED323501 CS010213

An Integrated Learning Program To Improve Tenth Grade English Students' Reading Comprehension Grade Levels and Attitudes toward Reading.

Brenman, Nancy C.

Jul 1990

69p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

An integrated reading program was developed and implemented to raise reading comprehension levels and attitudes toward reading in two groups of urban comprehensive high school students. A targeted group of 10th-grade English 2 Regular and English 2 Skills students was established for the program with the objective to reduce reading deficits that ranged from .5 to 6.5 grade levels. The researcher-created Reading Enhancement and Achievement Delivery System (READS) program contained six strategies: (1) discussing students' attitudes and goals; (2) creating a positive environment; (3) sharing literature; (4) reading for an audience; (5) active learning; and (6) a computerized reading program. An average growth in reading comprehension of 14 to 16 months was determined and measured by the Test of Adult Basic Education over the 18-week period. A change in attitude was determined by a student attitudinal survey. It was concluded that by combining traditional reading strategies and computer-assisted instruction, students' reading comprehension levels and attitudes toward reading improved. (Two figures and two tables of data are included. Twenty-nine references and a 37-item bibliography are attached. Appendixes include the proposed timeline for the READS program, computer lab rules, progress reports, an attitude survey, and a letter of transmittal.) (Author/SR)

Descriptors: Classroom Environment; Computer Assisted Instruction; Grade 10; High Schools; *High School Students; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Programs; Reading Skills; Reading Strategies; *Student Attitudes
Identifiers: Test of Adult Basic Education

ED323500 CS010212
Children At-Risk Program (C.A.R.P.): Reeling Kids in through Reading.
Norris, Paula Jean
Aug 1990
157p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A supplemental reading intervention program was designed and implemented to increase the reading comprehension for at-risk students. Subjects, 11 fourth graders in two different classes, were chosen on the basis of below grade reading level as evidenced by both classroom performance and national achievement tests' score. The 10-week reading program emphasized activities centering around four children's literature stories using a non-traditional format. The instructional method utilized literature-based videos in conjunction with corresponding literature books for each student. Strategies assisted the targeted population to improve reading comprehension, develop a more positive attitude toward reading, increase knowledge of the children's classics, and increase awareness of the additional time spent on reading within the classroom. Evaluation of the subjects after completion of the unit consisted of comparison between a nationally normed test presented before and after implementation, teacher-made pre- and post-evaluations, teacher observations, and a student survey. Results revealed a significant gain in the reading grade level scores as well as improved attitudes toward reading. (Six tables of data are included; 18 references and 22 appendixes containing evaluations and activities administered for each of the four stories are attached.) (Author/KEH)

Descriptors: Academic Failure; Childrens Literature; Dropout Characteristics; *Dropout Prevention; Grade 4; *High Risk Students; Intermediate Grades; Potential Dropouts; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Material Selection; Reading Research; Supplementary Reading Materials

ED323499 CS010211
A Computer Approach To Improve Spelling Word Mastery with Third Graders.
Hall, Beverly F.
Sep 1986
44p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A computer program was implemented as an aid to improve third graders' spelling word mastery. The program focused on helping 15 medium-ability students from 3 classrooms improve their spelling scores and proficiency. During the 10-week project each student spent 10 minutes a day working on a computer using the computer software "Guess That Word" (1982). Results collected through pre- and posttests indicated that students' spelling scores improved. (Four tables of data are included. Appendixes include: a teacher pre-survey, parent questionnaire, administrative interview questionnaire, standardized test results, weekly spelling test words, teacher checklist on students' test results, and teacher post-survey.) (SR)

Descriptors: *Computer Assisted Instruction; Grade 3; Primary Education; *Spelling; *Spelling Instruction; Word Lists
Identifiers: Florida; Spelling Growth

ED323498 CS010210
Improving Reading Skills and Attitudes through the Reading and Writing Connection.
Elmquist, Elizabeth

(cont. next page)

217

Jun 1987
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum was implemented to improve the sight-word vocabulary and attitudes toward reading among 22 second-grade students reading below grade level. The program took approximately 45 minutes a day, 2 days a week. The language experience approach was used in conjunction with word processors. The different types of activities included dictated stories that related to basal stories, retelling basal stories, reconciled basal reading lessons, probable passages, interactive reading, generative writing, writing-related science entries, writing-related social studies entries, creating vocabulary pages using context clues, and illustrating stories and skill pages. Results indicated that students improved their sight-word vocabulary of both the Dolch words and the basal vocabulary lists, which were used as pre- and post-tests. Students also improved in their attitudes toward reading, as evidenced by a reading attitude survey. Other improvements were noted in comprehension, the use of context clues, and oral expession. Results also indicated that the Language Experience approach combined with a reading and writing connection had a positive affect on vocabulary development and attitude among underachievers in reading. (Nineteen references are attached. Appendixes include: Reading Attitude Survey, Pre-primer Dolch Word List, Primer Dolch Word List, First Grade Dolch Word List, Dolch Basic Word Lists Pre- and Posttest Results, Ginn Level 5 Vocabulary List, Ginn Level 6 Vocabulary List, Ginn Reading Word Lists Pre- and Posttest Results, and Reading Attitude Survey Pre- and Posttest Results.) (Author/MG)

Descriptors: Basal Reading; Beginning Reading; Grade 2; *Language Experience Approach; Primary Education; Reading Ability; *Reading Attitudes; Reading Comprehension; Reading Improvement; *Reading Skills; *Reading Writing Relationship; Surveys; *Vocabulary Development

ED323497 CS010209
Implementing Strategies in Content Area Reading for Increasing Reading Comprehension of Fifth Grade Students.
Cibula, June Clarke
Jul 1990
90p.; M.S Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum was conducted to improve reading comprehension in classroom performance with the basal reading series and on norm-referenced tests. Subjects included a fifth grade class of 28 students who were paired with another fifth-grade class as peer teachers. New skills were taught and practiced with the target population early in the week. On Thursdays, the lesson to be peer-taught was reviewed. The students were grouped on Fridays for the peer tutoring sessions. The Gates-MacGinitie Reading Test (comprehension section) was administered as a post-test. The criterion for success was a 3-month gain on the test by 75% of the students following the 12-week implementation program. A tally of the scores of the 15 students who finished the program revealed that only 60% met the objective; however, they did it with a 4.7 month gain. Results indicated that peer tutoring can increase the rate of completion of tasks, and that the strategies implemented are effective in raising reading comprehension scores. (Seventeen references are attached. Appendixes include: a table showing increases and decreases in stanines from grades three to four; population data; information on using context clues in science, social studies, and reading; fifth-grade guide and worksheet for the study of morphemes; text maps for invertebrates, clouds, and the War of 1812; directions for compare/contrast text structure; 1990 stanine analysis; grade and completion rate analysis; and tables showing percentage of peer teaching tasks completed and scores on the Gates-MacGinitie pretest and posttest.) (MG)

Descriptors: Basal Reading; Content Area Reading; *Context Clues; Grade 5; Intermediate Grades; *Peer Teaching; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; Reading Writing Relationship; *Text Structure; Tutoring

Identifiers: Gates MacGinitie Reading Tests; Mapping; Text Factors

ED323496 CS010208
Improving Inferential Comprehension through Semantic Webbing.
Hines, Virginia P.
May 1986
42p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A key strategy for teaching inferential comprehension was implemented in a seventh-grade classroom of students who were at least one year below grade level in reading. The purpose was to improve the students' inferential comprehension skills. The implementation began with a diagnostic reading test followed by several weeks of introducing different forms of semantic webbing to help clarify basal reader stories and other activities. After a mid-point teacher-made exam showed good results, a few more weeks of webbing were undertaken before a final diagnostic reading test was given to monitor progress. A comparison of the beginning and ending test scores

(cont. next page)

indicated 33% of the students showed a 5-point increase in percentile rank. Results indicated semantic webbing to be an effective tool for improving the inferential comprehension of some students. (Fifteen references are attached. Appendixes include a figure showing the basic web, a list of left-brained right-brained skills, seven figures showing seven types of webbing, and a tabulation of the seventh grade final comparison.) (Author/MG)

Descriptors: Grade 7; *Inferences; Junior High Schools; *Learning Activities; *Reading Comprehension; Reading Difficulties; Reading Research; *Reading Skills; *Reading Strategies; *Remedial Reading; Schemata (Cognition)

Identifiers: *Semantic Webbing

ED323495 CS010207
Decreasing Plagiarism Using Critical Thinking Skills.
Hall, Ann W.
Jul 1986
47p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

A practicum project emphasizing critical thinking skills was undertaken in an eighth grade history class to make students aware of the nature and seriousness of plagiarism. The 10-week unit was preceded by a reading comprehension test and an essay assignment on a major Civil War battle. Plagiarized portions of the essays were highlighted and the percentage of plagiarism was determined and recorded at the top of each essay. The students were then taught skills to help them decrease plagiarism. An integrated approach incorporating notetaking skills, reading comprehension, paraphrasing skills, writing skills and several summarizing techniques was used. During writing assignments, students were also allowed to use an informal reference page in any form and style they chose to encourage them to give credit when credit was due. At the end of the unit, students were again given a reading test and a writing assignment. Results revealed improved reading comprehension and significantly reduced instances of plagiarism. (Thirteen references and two appendixes containing the results of the reading and writing tests are attached.) (KEH)

Descriptors: Civil War (United States); Cognitive Structures ; Critical Reading; *Critical Thinking; Grade 8; *Interpretive Skills; Junior High Schools; Learning Processes; Middle Schools; *Notetaking; *Plagiarism; *Reading Comprehension; Study Skills; *Thinking Skills; Writing Skills

Identifiers: Florida; *Summarization

ED323449 CG022771
Peer Counseling in the Elementary School: Promoting Personal and Academic Growth through Positive Relationships Thereby Increasing Self-Esteem and Self-Concept.
Lieberman, Debra J.
May 1989
106p.; Practicum report for Educational Specialist degree, Nova University, Florida.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

The effects of a peer counseling program on the elementary school level were studied to determine if positive relationships would promote personal and academic growth thereby increasing self-esteem and self-concept. The project was implemented in three phases: selection and training of 15 fourth and fifth grade students; implementation of special projects (counseling, tutoring, meeters and greeters, big brother/big sister); and evaluation. The 15 students were trained in the areas of facilitative responding, effective listening skills, helping characteristics, problem solving techniques, maintaining positive relationships, awareness of feelings, scheduling, and maintenance of logs. Evaluation included pre- and post-attitude surveys of students in grades one through five, a pre- and post- attitude towards other survey of the trainees, a skills and concept test to determine competency of facilitator skills, and informal observations and interviews with the helpers, helpees, and teachers. The results indicated increased self-esteem and self-concept of students in grades one, three, four, and five. The students trained to be peer counselors demonstrated significant increases in positive attitudes towards others. It was concluded that a peer counseling program on the elementary school level does promote personal and academic growth. (Appendices include pre- and post-attitude surveys, skills test, training materials and worksheets, and survey analyses.) (Author)

Descriptors: *Elementary School Curriculum; *Elementary School Students; Grade 4; Grade 5; *Individual Development; Intermediate Grades; Interpersonal Competence; *Interpersonal Relationship; *Peer Counseling; Peer Relationship; Program Effectiveness; School Counseling; Self Concept; Self Esteem

ED323428 CG022750
The Development and Implementation of an Absentee Improvement Program.
Callahan, Robert K.
Jun 1986
35p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB91

For decades, educators have been concerned with the problem of truancy. Accordingly, this report focuses on an absentee

(cont. next page)

improvement program at a rural, lower-middle class, predominantly white elementary school with 722 students that had a history of high truancy, as verified by teachers, the administration, the school counselor, staff, and parents. A program was developed which relied on positive reinforcement as well as counseling over a 10-week period to improve the school attendance rate of a select group of 14 students identified as chronic absentees. These students were informed that they were expected to attend school each day, and in return they would be rewarded and reinforced for consistent attendance by a "special time awards day" every Friday, consisting of special activities such as ice cream parties after lunch, pizza, a lakefront picnic, a swim party, etc. Results of the implementation, reported in detail, indicate that the program was effective in decreasing the number of absences for the target group, that all of the subjects demonstrated a more positive attitude toward themselves and school, and that grades improved as well as attendance. A bibliography is included. (TE)

Descriptors: *Attendance; Attitude Change; Elementary Education; *Elementary School Students; Motivation; Participatory Research; Program Design; *Program Effectiveness ; Program Implementation; Recognition (Achievement); Reinforcement; Rewards; Rural Schools; *School Holding Power; *Student Attitudes; *Truancy

ED323331 CE055665

The Effects of Socio-Political Changes in Eastern Europe on Military Education.

Ostertag, Vesna
Jun 1990
14p.; Seminar paper, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB91

Reunification of Germany, democratic changes in Eastern European countries, and new government policies of the Soviet Union will lead to the reduction of U.S. troops in West Germany. As a Department of Defense contractor providing associate degrees to soldiers in Europe, Central Texas College (CTC) will be severely affected by the troop reductions. CTC administrators have initiated actions that will slow down the possible removal of the institution from Europe. As a vocational college with a wide selection of specialized programs, CTC's courses can easily be related to specific military jobs, as now required by the armed services. A proposal is being drafted to offer a transition program that will assist service members who are leaving the Army. Training of child care personnel has been requested by military communities. With good planning and the ability to respond to changing requirements, CTC has not experienced any hardships as a result of the political changes in Europe. However, severe shortages in tuition assistance funds have made it more difficult for individual soldiers who wish to pursue undergraduate degrees. Tuition benefits for graduate students were discontinued in February 1990. Students are being encouraged to apply for Pell grants and Stafford loans and to take advantage of the GI Bill benefits. However, the number of students using financial aid will never be large enough to offset enrollment losses caused by shortage of tuition assistance money. (16-item bibliography) (CML)

Descriptors: Child Care Occupations; *Educational Finance; Foreign Countries; Higher Education; *Military Personnel; Military Training; Occupational Home Economics; *Political Influences; Politics of Education; *Transitional Programs

Identifiers: *Central Texas College; *Europe (East); Germany

ED323070 RC017728

Improving Attendance of Reservation Students by an Individualized Alternative School Which Emphasizes Native American Culture.

Gundersen, Linda A.
Aug 1986
42p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEJAN91

This paper describes an American Indian reservation's alternative secondary school which was designed to improve high risk students' attendance, basic skills, and self-image in preparation for transition to the public high school. Students: (1) had been expelled from public or boarding school; (2) had been referred by a social service agency; (3) were released from the tribal detention center only to attend school; or (4) had been out of school for at least a year. The program attempted to address factors contributing to poor attendance: drug abuse, poor self-concept, non-compliance with the law, peer pressure, and low academic achievement. Attendance was strictly monitored. Persistent absenteeism was handled by home visits, family counseling, and, as a last resort, student detention. Native American culture was emphasized in the curriculum through field trips, student interviews with tribal leaders, student participation in a tribal mental health fair, coordination with existing youth programs, guest speakers from other tribes, and a "big brother and sister" program with the state university's Indian Students' Club. An individualized course of study was designed for each student, based on entrance tests and transcripts. Other significant aspects of the program were communications workshops, assertiveness training, and provisions for young mothers to bring their babies with them to school. In the first 10 weeks of school, students' attendance increased 33% over the previous year. This report contains 21 references and the contract between the public school district and the tribal government. (SV)

(cont. next page)

Descriptors: American Indian Culture; *American Indian Education; *Attendance; Attendance Patterns; *Cultural Education; *High Risk Students; Individualized Instruction; Nontraditional Education; *Reservation American Indians; Secondary Education; Small Schools; Student Improvement; *Truancy

ED323016 PS019020

To Encourage Development of the Critical Thinking Skills for Third Grade Elementary Students.

Harris, Noel V.

Jul 1985

114p.; Master's Practicum Report, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Target Audience: Practitioners

A resource teacher working at an elementary school located on a military reservation implemented an 8-week practicum intervention designed to improve the critical thinking skills of 16 third graders. A task force composed of resource and classroom teachers, a guidance counselor, a reading curriculum supervisor, a school psychologist, a principal, and the director of the program for exceptional children produced a two-tiered Acceleration and/or Enrichment Program designed to challenge gifted and talented students. Students participating in a unit of study on Aviation and the Future of Space Exploration were provided access to a resource room providing curriculum enrichment, individual instruction, emphasis on the higher mental processes of divergent thinking and creativity, independent study, problem-solving projects with real products, and alternative techniques that offered a change from the routine of the regular classroom. Evaluation data showed that students made progress in each of the thinking skills addressed: comprehension, application, analysis, synthesis, and evaluation. A total of 47 references are cited. Appendices include a program brochure, the unit outline, classroom materials, and activities for building thinking skills. (RH)

Descriptors: Aviation Education; *Critical Thinking; Curriculum Development; Curriculum Enrichment; *Elementary School Students; *Gifted; Grade 3; Primary Education; Program Descriptions; *Resource Room Programs; Space Exploration; *Talent; *Thinking Skills; Units of Study

ED323015 PS019019

Increasing Levels of Abstract Reasoning Ability in First and Second Graders through Instruction in Inferential Thinking and Analogical Reasoning.

Obrand, Shelley Cindy

Sep 1989

121p.; Educational Specialist Practicum Report, Nova University. Some appendixes contain handwritten material that will not reproduce clearly.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Target Audience: Practitioners

A student researcher at a nonprofit, university-based family center for learning-disabled and underachieving students designed and implemented a 7-week practicum intervention meant to improve the ability of four first and second grade level students to use reasoning skills. Piagetian theory regarding expected levels of cognitive development was researched. Students were instructed in problem solving in an effort to enable them to make inferences. Instruction in determining relationships enabled students to solve analogies. Instructional strategies included modeling, verbal rehearsal, metacognition, peer tutoring, and manipulative and discovery learning. Inservice training served to augment the researcher's knowledge of cognitive theory and its application in the classroom. Student progress was measured by Precision Teaching, a monitoring system involving charting to document growth. Evaluation data indicated that the intervention was effective. Appendices provide Precision Teaching charts, pre- and posttests, sample activity sheets, student drawings, and sample probes of students' reasoning. (RH)

Descriptors: Abstract Reasoning; *Elementary School Students ; Grade 1; Grade 2; *Inferences; Learning Disabilities; Piagetian Theory; Primary Education; Program Descriptions; *Student Improvement; *Thinking Skills; Underachievement

Identifiers: *Analogical Reasoning

ED323014 PS019018

A Gifted Education Inservice Program for Regular Classroom Teachers.

Lethbridge, Diane L.

May 1986

106p.; M.S. Practicum Report, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Target Audience: Practitioners

A teacher of gifted children implemented a 10-week practicum intervention designed to improve regular classroom teachers' knowledge, attitudes, and skills concerning the education of gifted elementary school students. The intervention was designed to enable participants to identify characteristics and needs of gifted children, develop positive attitudes toward education of the gifted, and plan and use appropriate methods and materials in classrooms with gifted students. Three multi-media workshops formed the core of the training

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

program. Five newsletters maintained communication, recapitulated main ideas of workshops, presented new information, and provided details about learning activities. Supplementary assignments consisted of readings, collection of data on a gifted child, writing evaluations, development of a creative hands-on activity, and use of techniques that addressed gifted students' self-concept and underachievement. In the fourth week of the practicum, regular classroom teachers observed and evaluated a lesson for gifted students. Evaluation data and classroom observation indicated that teachers improved their knowledge of the gifted and attitudes about gifted education. Teachers did not regularly use skills in differentiating the curriculum in their classrooms. Thirty appendices provide related materials including parent and student survey instruments. (RH)

Descriptors: Elementary Education; *Elementary School Teachers; *Gifted; *Identification; Individual Characteristics ; *Inservice Teacher Education; Learning Activities; Newsletters; Postsecondary Education; Program Descriptions; *Teacher Attitudes; *Teaching Methods; Workshops

---

ED323013 PS019017

Strategy Games: Developing Positive Attitudes and Perseverance toward Problem Solving with Fourth Graders.

Keller, Jack J.
Jun 1990
59p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91
Target Audience: Practitioners

A fourth grade teacher and grade level team leader designed and implemented a 10-week practicum intervention meant to improve 26 fourth grade students' motivation, perseverance, and positive attitudes toward problem solving in mathematics. Students took part in activities that enhanced perceptual and deductive reasoning skills, including strategy games. Students were taught seven different problem solving techniques. Evaluation data indicated that there was positive transfer from instruction in strategy games to problem solving. Student attitudes improved, and perseverance and knowledge of problem solving techniques increased. Appendices provide a test of problem solving techniques, attitude inventory items, objectives or rules of games played, and tangram activities. (RH)

Descriptors: *Curriculum Enrichment; *Elementary School Students; Games; Grade 4; Intermediate Grades; *Mathematics Instruction; *Problem Solving; Program Descriptions; Student Improvement; *Student Motivation; *Transfer of Training; Word Problems (Mathematics)

ED323012 PS019016

Using Higher Order Cognitive Questions in the Primary Classroom To Improve Comprehension.

Coolidge, Susan W.
Jul 1989
55p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91
Target Audience: Practitioners

A teaching team leader and second grade teacher designed and implemented a 10-week practicum intervention meant to improve the inferential comprehension of 105 second graders whose reading scores on the Ginn Mastery Tests revealed a gap between inferential and literal comprehension. It was reasoned that the gap would decrease if teachers were trained to use higher order questions in learning activities and provide opportunities for students to practice answering questions. Through use of Bloom's taxonomy of educational objectives and story mapping, teachers developed questions concerning fairy tales. Evaluation data indicated that teachers acquired knowledge of Bloom's taxonomy and students improved in their ability to answer a developmental group of higher order questions. The gap between students' inferential and literal comprehension reading test scores decreased from 37 to 13 percent. Observation suggested that students' creativity was enhanced, and developed from simple activities to major group projects. Lesson plans for stories, including sample questions and learning activities, are provided. Appended materials include lists of Bloom Action Verbs for Classroom Action in the cognitive domains of knowledge, comprehension, application, analysis, synthesis, and evaluation. (RH)

Descriptors: *Cognitive Ability; *Elementary School Students ; Grade 2; *Inferences; Inservice Education; Lesson Plans; Primary Education; Program Descriptions; Program Effectiveness ; Program Evaluation; Program Implementation; *Questioning Techniques; *Reading Comprehension; Reading Skills; Teaching Methods; *Thinking Skills

Identifiers: Blooms Taxonomy; *Inferential Comprehension; Story Mapping

---

ED323011 PS019015

Multi-Age Grouping: A Strategy for Reducing Truancy of At-Risk Children.

Brookes, Carolyn
Aug 1990
60p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

(cont. next page)

Target Audience: Practitioners

An early childhood resource teacher implemented a practicum intervention designed to improve the school attendance of at-risk kindergartners and first and second graders in a low-income, inner-city area in central Florida. The intervention involved the transformation of self-contained, graded classrooms into primary units comprised of multi-age groups of children. In conjunction with the practicum, a similar pilot program was implemented in two other elementary schools. The goal of the primary unit at each school was to provide a developmentally appropriate program in a classroom climate that fostered a sense of belonging, developed self-confidence, and encouraged positive dispositions for learning. Evaluation data indicated that 18 percent of the students improved their attendance by an average of 7 percent. It is concluded that multi-age grouping enhances students' self-concept, improves their school sentiment, allows them the opportunity to learn at their own pace, and frees them of the shameful experience of failing a grade. Appendices provide data on students and surveys and evaluation instruments. (RH)

Descriptors: *Attendance Patterns; *Curriculum Development; *Elementary School Students; Grade 1; Grade 2; Grouping (Instructional Purposes); *Kindergarten Children; *Nongraded Instructional Grouping; Primary Education; Program Descriptions; Summer Programs

Identifiers: *Developmentally Appropriate Programs; *Multi Age Grouping

ED323010 PS019014

Organizing a Program To Increase Fitness Levels in Fourth Grade Students.

Bell, Warren A.

Feb 1990

78p.; Master's Practicum Report, Nova University. Photographs may not reproduce clearly.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Target Audience: Practitioners

An experienced physical education teacher designed and implemented an 11-week practicum intervention meant to supplement physical education classes and improve the physical fitness of fourth graders with low scores in areas of the Chrysler/Amateur Athletic Union Fitness Test (C/AAUFT). Particular attention was given to the improvement of test scores in the areas of cardiorespiratory endurance and upper body strength. The practicum also aimed to teach students to take responsibility for developing fitness programs and to initiate self-actualization activities that would meet their needs for good physical fitness. A Runners' Club was organized and a fitness course of 10 stations was constructed. Stations provided a tire run, swinging bars, climbing net, fireman's pole, monkey bars, chin-up bars, parallel bars, vault bar, balance beam, and climbing fence. Fourth grade teachers supervised fitness activities during recess on an every-other-day basis for 10 weeks. Runners' Club awards were provided by local businesses. Practicum evaluation data indicated that the intervention significantly improved students' health-related fitness test scores on the updated, 1988-89 C/AAUFT. Appendices include pretest fitness results, a teacher attitudes survey, an attendance chart, a chart for recording number of laps run, and a list of Runners' Club awards. (RH)

Descriptors: *Athletic Equipment; Child Health; *Curriculum Enrichment; *Elementary School Students; Exercise; Grade 4; Intermediate Grades; *Physical Activities; Physical Education Physical Education Facilities; *Physical Fitness; *Playground Activities; Program Implementation; Running

ED323009 PS019013

Walk around the Clock: Third Grade Students Learn To Tell Time.

Irington, Janice

Jul 1989

78p.; Master's Practicum Report, Nova University. Sections in appendix containing photographs and small, marginally legible print may not reproduce clearly.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Target Audience: Practitioners

A primary education specialist designed and implemented a 10-week practicum intervention intended to teach third-grade students how to tell time. Eight students who experienced considerable difficulty in telling time by 5- and 1-minute intervals participated in the study. Students learned to tell time through classroom and playground activities that involved use of a clock face made of cement stones built into the school's playground. While the intervention did not meet all objectives at the levels set, evaluation data indicated that in general the practicum was effective. During implementation, observation suggested that primary children need to work with large objects and pictures. Both mechanical and simulated clocks should be large so that children can easily see numerals and markings. Prominent among appended materials are the third grade mathematics program objectives, the county's standardized test on telling time, teachers' and students' surveys, pre- and post-tests, discussion questions and student responses, and directions for constructing the model clock and playing the Around the World game. A newspaper article, with photos of the playground clock, is also appended. (RH)

Descriptors: *Elementary School Students; Games; *Grade 3; *Learning Activities; Learning Problems; *Learning Strategies *Playground Activities; Playgrounds; Primary Education; Program Descriptions; *Time

Identifiers: *Time Telling

ED322869 HE023825

The Development of an Orientation Manual for Nova University Programs for Higher Education Regional Cluster Students.

Kole, James P.

Feb 1987

112p.; Ed.D. Practicum, Nova University. Parts of the appendixes may not reproduce well due to small, filled print.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJAN91

Target Audience: Practitioners

This study surveyed the regional cluster doctoral students in Nova University's Programs for Higher Education to determine their orientation needs and then developed a comprehensive orientation manual. Needs assessment survey forms were received from 24 regional cluster students (out of 29 survey forms sent) as well as 9 South Florida local cluster students (out of 16 forms sent). Related literature on traditional and non-traditional orientation programming in higher education was reviewed. Results indicated that the majority of regional cluster students wanted to be furnished with an orientation manual. Regional cluster students felt that there was not enough regular and timely communication among the program administrators, cluster coordinator, Nova faculty, research associate, and new students. Recommendations included: increase communication, provide "tips for success" in achieving the doctoral degree, include examples of practicum proposals and practicums in the orientation manual, and provide ongoing orientation via conference calls when appropriate. Results of the local cluster orientation survey were not conclusive due to the low response rate. Appendices contain survey forms, cover letters, checklists, and procedures. Includes 12 references. (JDD)

Descriptors: *Doctoral Programs; Higher Education; *Needs Assessment; *Orientation Materials; *School Orientation; Student Adjustment; *Teacher Educator Education

Identifiers: *Nova University FL

ED322842 HE023784

The Development of an Instrument To Assess Attitudes toward Independent Learning of Adult Students.

Kole, James P.

Aug 1987

160p.; Ph.D. Practicum, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); REVIEW LITERATURE (070); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Target Audience: Researchers

An investigation was conducted for the purpose of creating a valid and reliable instrument that could serve the Nova University (Florida) Programs for Higher Education (PHE) central administrative and field staff in counseling new field-based doctoral students who have exhibited less positive or negative attitudes toward independent learning. Adult educational leaders were canvassed for advice on assessment instruments and strategy development. The components that make up a high independent learning style were first determined and eventually combined with attitude items (about 8 per component) to create the initial 79 item "Student Survey" instrument used to assess student attitudes toward independent learning. The completed survey given to 167 students (71% responded) was revealed, through factor analysis, to have construct validity. A final instrument, Adult Attitudes Toward Independent Learning Scale, was also shown to have a reliability coefficient of .94 using the Guttman split-half method. Recommendations were made for administering these assessment surveys during various student academic years and developing methods for determining predictive validity as well as detailed procedures to identify those students who hold low or negative attitudes toward independent learning. Appropriate interventions were encouraged in dealing with students with negative attitudes toward independent learning. Contains 61 references and the survey instruments are appended. (GLR)

Descriptors: *Attitude Measures; Distance Education; External Degree Programs; Higher Education; *Independent Study ; Learner Controlled Instruction; Measurement Objectives; Negative Attitudes; Part Time Students; Reliability; *Student Attitudes; Surveys

Identifiers: Nova University FL; *Student Surveys

ED322827 HE023756

An Evaluation of the 1986 Nova University Programs for Higher Education Summer Institute.

Kole, James P.

Oct 1986

67p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

The Nova University Programs for Higher Education Summer Institute was evaluated using data collected from two instruments: the Overall Evaluation, a modification of the 1985 Summer Institute Evaluation Form, and the Evaluation of Concurrent Sessions, an instrument utilized for the first time in 1986 to evaluate each concurrent session. These evaluation instruments were also rated as to their effectiveness. Data was compared between the 1985 and 1986 Summer Institutes. The analysis revealed that there was an increase in registered student attendance at the 1986 Summer Institute. In addition, overall registered student specialization seminar attendance increased. The evaluation instruments themselves were rated at "satisfactory" or slightly better. The overall evaluation of

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

the sessions were 3.97 on a 5 point scale (5 = Very Satisfactory). It was felt that the 1986 Summer Institute was a success, that future evaluations are desirable, and that the evaluation forms should be made computer readable. Contains 7 references. (GLR)

Descriptors: Attendance; Comparative Analysis; Evaluation Methods; Higher Education; *Institutes (Training Programs); Postsecondary Education as a Field of Study; *Program Effectiveness; Seminars; *Student Attitudes; Summative Evaluation; Summer Programs

Identifiers: *Nova University FL; *Summer Institute Survey (Nova University)

ED322826 HE023755

The Development of "De-Isolation" Strategies for Nova University Programs for Higher Education Regional Cluster Students.

Kole, James P.
Jan 1987
61p.; For a related document, see HE 023 743.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

An investigation was conducted to develop isolation reduction strategies to reduce the feeling of isolation expressed by many of the Nova University Programs for Higher Education regional cluster students. A needs assessment was initiated to discover what the broad-range needs of regional students were and to actively develop strategies to meet those needs. A needs assessment was also conducted among the South Florida local cluster students to determine if their feelings of isolation were the same. A content analysis of the regional cluster survey results revealed that a majority of the regional students did experience feelings of isolation. The main area of concern was the general communication gaps between students, faculty, research associates, practicum advisors, Nova Central staff, cluster coordinator, etc. The local cluster survey had too low a response rate to develop alternative recommendations; however, the regional cluster survey was adequate enough to develop the following recommendations: (1) Increase regional cluster communications system-wide; (2) provide more detailed program information; and (3) organize Programs for Higher Education regional information into an "Orientation Manual." Contains 9 references. (GLR)

Descriptors: Cluster Colleges; College Students; Doctoral Programs; External Degree Programs; Higher Education; *Needs Assessment; *Out of State Students; *Postsecondary Education as a Field of Study; Student Adjustment; *Student Alienation; *Student Attitudes; *Student College Relationship; Student Welfare; Surveys

Identifiers: Need Assessment Questionnaire; *Nova University FL

232

ED322821 HE023743

Programs for Higher Education: Regional Student Orientation Manual.

Kole, James P.
May 1987
123p.; For a related document, see HE 023 755.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: GENERAL REFERENCE (130); INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN91
Target Audience: Students

An orientation manual from Nova University of Florida is presented that is designed to introduce the regional student to the school's field-based doctoral program. The manual contains information on a chronological sequence of activities from admission to graduation including core seminar and specialization seminar syllabi, practicums, housing/transportation, intensive summer sessions, materials needed, and graduation requirements. Background information covering programs for the Higher Education Field-Based Ed.D. program; pointers about adults as learners; the external degree; and traditional and non-traditional tertiary education orientation programs is also provided. The manual's appendixes provide the new student with various forms and other information to help him/her adjust to the new surroundings and obtain all the necessary materials. Information includes instructions for registration and payment, a textbook order form, a sample practicum proposal and plan of action worksheet, a university map, and information on various support programs available to the student. (GLR)

Descriptors: Class Organization; Course Descriptions; Degree Requirements; *Doctoral Programs; Field Experience Programs; Graduate Students; Graduate Study; Guides; *Higher Education; *Orientation Materials; Postsecondary Education as a Field of Study; Practicums; *Resource Materials; School Orientation

Identifiers: *Field Based Programs; *Nova University FL

ED322595 EA022098

The Development and Implementation of a System-Wide Substitute Teacher Program.

Jackson, Pamela B.
May 1989
87p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEJAN91

A favorable climate for developing and implementing a systematic substitute teacher program in the Ware County School System, which serves about 4,000 southeastern Georgia 233

(cont. next page)

K-12 students, was created by mandates for the 1988-89 school year by the Georgia Board of Education. The program detailed within this document, written to comply with these new requirements, addresses the assignment of substitute teachers based on qualifications, the consistency of substitute teacher selection processes from school to school, and the initial inservice training for substitute teachers. Adopted by the Ware County School Board Members in August 1988, the program requires principals to select substitute teachers from an approved list issued by the county office; substitute teachers on that list have been ranked according to priority classifications based on their educational qualifications. To increase the effectiveness of substitute teachers, the program requires a 4-hour orientation session before any substitute teacher can be employed. Additionally, optional staff enhancement training is provided in child development, classroom management, and instructional delivery. As a result of the program (and as an indicator of its success), the use of substitute teachers with only high school diplomas decreased from 70.1 percent in 1987-88 to 40.1 percent in 1988-89. (17 references) (KM)

Descriptors: Educational Improvement; Educational Innovation ; Elementary Secondary Education; Reliability; *Substitute Teachers; Teacher Qualifications; Teacher Workshops; Teaching Skills

Identifiers: *Georgia

ED322594 EA022095

Improving the Quality of the Team Visits through the Development of a Training Program for Chairpersons and Team Members.

Schimmer, John, Jr.
Sep 1989
189p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJAN91

This report describes the strategies of a young accrediting association in identifying, developing, and implementing a training program designed to help chairpersons and team members prepare for, and participate in, a school accreditation visit. The problem arose when the National Accreditation Commission of the Association of Christian Schools International determined that the schools would be better served if the accreditation program became more regionalized and the regional commission had more direct control over the program. A preliminary analysis indicated that the training program provided for both chairpersons and team members had been insufficient and ineffective. Chairpersons relied on their own background of accreditation experience and team members were receiving dissimilar instructions because there was no prescribed training program. Research revealed that most team members lacked adequate knowledge of the association's standards and policies. The study included a critical review of all past records and documents, including previous accreditation visits and team reports, a survey of former team members, a literature review, and interviews with knowledgeable accreditation experts. As a result of this study, the association's policies, standards, and procedures for accreditation were documented; a training program was developed; and a chairperson's manual was prepared that contained forms and instructions for all stages of the process, including guidelines for writing a team report and a sample team report. (Appendices listed in the table of contents are not included with this document.) Included are 47 references. (MLH)

Descriptors: *Accreditation (Institutions); Elementary Secondary Education; *Professional Associations; *Regional Programs; *Staff Development; *Training

Identifiers: *Association of Christian Schools International

ED322508 CS212450

Improving Congruency of Resources/Activities/Assessment in Intermediate-Level Language Arts Programs with Current Knowledge of Literacy Development.

Luckhart, Anne F.
Jun 1990
147p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

This practicum was designed to improve the congruency of resources, activities, and assessment strategies in intermediate-level language arts programs with a holistic process-oriented perspective on literacy development. Taking place in a large public elementary school in Vancouver, Canada, the practicum's goals were: (1) to implement "literature-based" programs in several classes; (2) to nurture lifelong reading habits by improving students' attitudes toward reading and increasing the number of books read; and (3) to foster among teachers a commitment to a holistic approach to literacy development and to instructional practices congruent with this perspective. Literature-based language arts programs were implemented, emphasizing student choice of texts; more varied and creative personal responses to literature; a broader range of assessment practices including portfolios, response journals, self-evaluations, and individual development profiles; integration with other subject areas; liaison with the library and librarian; parent education; and enrichment activities using a variety of media. The following activities were conducted: class newsletters were sent home, implementation of a daily Home-School Book in which students shared their school activities and experiences; creation of bulletin board displays to advertise the holistic approach to literacy development; provision of a literature

(cont. next page)

review to school staff; presentations to parents and teachers on program organization and instructional practices; and development and administration of the evaluation components of the practicum. Results were positive from students, teachers, and parents. (SR)

Descriptors: Holistic Evaluation; Instructional Materials; Intermediate Grades; *Language Arts; Learning Activities; Literacy; Literature Appreciation; Parent School Relationship Portfolios (Background Materials); Reader Response; *Reading Attitudes; Reading Habits; *Reading Programs; Reading Writing Relationship; Self Evaluation (Individuals); Student Evaluation; *Teacher Attitudes; *Whole Language Approach

---

ED322507 CS212448

Supporting First Graders' Growth as Writers through Whole-Language Strategies.

Hyde, Diana DeShazo
1990
51p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

This practicum sought to increase the opportunities for 17 first-grade students to write for real, human reasons and in natural circumstances. They were to use writing as a natural and acceptable outlet for expression, and to conceive of their writing as an extension of themselves. Each day a name was drawn to take home a stuffed bear, which served as a motivation companion for writing; the next day, the bear was brought back and the student wrote a story of his/her adventures with the bear. The student then sat in the Author's Chair, put on the Author's Cap, and read his/her story. This promoted voluntary involvement in literacy activities in students' free time, and increased writing output. Students also, in a collaborative learning venture, put together a whole-class book every month. There was increased oral reading to the students in different registers of language. Checklists were kept in each student's personal writing folder. The actual writing period was expanded to allow for all components of writing to take place. At the end of implementation, 14 of the 17 students were writing at least one page a day (many were writing more than that); the quality of students' writing had risen noticeably; students were collaboratively putting together one book a week; and the use of "book language" was common. (Appendixes contain a conference checklist and a behavioral objectives rating scale.) (Author/SR)

Descriptors: Elementary School Students; Grade 1; Holistic Approach; Primary Education; Reading Writing Relationship; Student Projects; *Whole Language Approach; *Writing Instruction; Writing Processes

Identifiers: *Childrens Writing; Collaborative Learning; *Emergent Literacy; Writing Folders

---

ED322471 CS010160

Modifying Negative Attitudes toward Reading of Eighth-Grade Literature Students through an Individualized Reading Program.

Johnston, Cynthia J.
1990
65p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

This practicum was designed to provide a setting where negative attitudes toward reading in eight eighth-grade literature students (in a small private school in a large southeastern city) would be modified. The practicum aimed to provide students with regular opportunities for successful experiences in reading, and to promote the enjoyment of reading. In this individualized reading program, students chose their own reading materials and read during and outside of class. They responded to their reading in a journal, and the teacher replied. Each class period consisted of a teacher-directed mini-lesson covering topics of theme and genre, an independent reading time of about 20 minutes, and a group evaluation for the last few minutes. Students' grades were based on daily averages, frequency and depth of response in journal entries, and progress made toward personal reading goals. Results of the practicum were positive. After some initial hesitation, students responded enthusiastically to assuming more control over their learning through choosing their own reading material, responding to it, and setting personal reading goals. The Estes Survey of Reading Attitude was administered in the fall and in the spring, and showed positive gains in reading attitude. (Two tables of data are included, and 37 references are attached. Four appendixes contain interview questions for the English department head, class guidelines, mini-lesson topics, and a student evaluation form.) (SR)

Descriptors: Grade 8; Independent Reading; *Individualized Reading; *Literature Appreciation; *Reading Attitudes; *Reading Improvement; Reading Research; *Student Attitudes; Student Journals

Identifiers: Estes Survey of Reading Attitude; Reading Motivation

---

ED322468 CS010147

Improving Reading Comprehension of Second Grade Students through the Use of "Story Mapping."

Brown, Minnette I.
Jun 1990
80p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

This study investigated the effects of story mapping on reading comprehension. Subjects, 20 second-grade students of below-average reading achievement, were presented over a 10-week period with activities in story mapping utilizing a variety of story map frames. The Metropolitan Achievement Test was administered as a pre- and posttest. Results indicated that with story mapping, students were better able to see the relation between story elements as well as to detail before, during, and after reading. Results also indicated significantly higher scores in literal and inferential comprehension. Findings suggest an improved attitude toward reading thus, increasing the use of library facilities both in and out of school. (Four tables of data, an attitude survey, a survey of library usage, lesson plans, and story map frames are appended.) (RS)

Descriptors: Class Activities; Grade 2; Primary Education; Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Teaching Methods

Identifiers: Education Consolidation Improvement Act Chapter 1; Florida; Metropolitan Achievement Tests; *Story Mapping

ED322467 CG022742
Establishing Student Study Teams and Inter-Team Cooperation To Plan Interventions for At-Risk Students.
Cole, James W.
Jun 1990
83p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN91

Student Study Teams were established at the middle and junior high school levels to address the needs of at-risk students not being served by special education programs. Also, communication and cooperation between existing Student Study Teams (SST) and other referral teams had been lacking and needed to be improved. The goals were to strengthen regular education's ability to assist at-risk students and develop an awareness of the inter-team referral process within the schools and with community agencies. School principals (N=9) responding to a survey indicated they would support the teams. In 9 of 10 schools, SSTs were functioning or being established. An inservice was conducted for the schools' SST chairpersons on the purpose, function, and maintenance of the teams. Those SSTs established early had a significant increase in referrals of at-risk students. Inter-team cooperation was enhanced by sharing information about the three different referral teams at team meetings and faculty meetings. Inter-team cooperation with the county assessment team was furthered by a district-wide distribution of a poster explaining the purpose of the Youth Service Bureau Assessment Team. A handbook was published which outlined possible reasons for referral, the problem-solving process, the benefits, and the referral process and follow-up. Student Study Team reaction sheet, school psychologists survey, and team leaders questionnaire are appended. (ABL)

Descriptors: *Evaluation Methods; *High Risk Students; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Referral; *Student Evaluation

Identifiers: Middle School Students

ED322466 CG022739
Comprehensive Design for the Intervention and Reduction of Dropout Rates.
Hargis, Harry Michael
Jun 1986
36p.; M.A. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN91

Dropout rates had increased for 2 years at a suburban public high school with approximately 2,200 students. Recent legislation mandating increased credit requirements, more academic schedules and standards, and mandatory attendance requirements has contributed to an increase in the dropout rate. A dropout intervention program was implemented with the goals of identifying potential dropouts and through the intervention activities to decrease the percentage of actual dropouts. Potential dropouts (N=638) were classified into three problem categories: academic (N=264), attendance (N=328), and behavioral (N=46). Parental involvement was requested, students were interviewed, and activities were recommended based on needs of the student. Results indicated the dropout rate decreased from 6.7 percent to 5.2 percent for an overall reduction of 1.5 percent. The evaluation questionnaire responses of the students indicated the program was indeed helpful, with over 66 percent claiming the academic activities assisted them most. The most frequent comment by the students was to suggest offering more alternatives to making up lost credits. Dropout rates will continue to be monitored over the next few years as the program is refined. Motivating factors will continue to be examined in an effort to prevent as many dropouts as possible. (ABL)

Descriptors: *Dropout Prevention; *Dropout Programs; High Schools; *High School Students; Intervention; Motivation

ED322196 TM015389
Development of a Questionnaire Designed To Evaluate the Employee Development Activities at Paradise Valley Community College Center: Politics, Law, and Economics of Higher

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Education.
Cristiano, Marilyn J.; Nellis, Deo E.
May 1990
55p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEDEC90

This paper describes the development of a questionnaire for evaluating the activities of the Employee Development Program (EDP) at Paradise Valley Community College Center (PVCCC) in Phoenix (Arizona). Four major goals of the evaluation of the activities of the EDP, and a means for ensuring the content validity of the questionnaire are described. Statistical procedures for analyzing empirical data to be generated from the future administration of the questionnaire, and a procedure for scanning empirical data into an ASCII computer data file and for downloading the file into an IBM-PC are identified. Specific procedures are identified for reporting and analyzing written comments that are generated in response to the questionnaire, and recommendations are made regarding procedures used for administering the questionnaire. The questionnaire, which evaluates the effectiveness of employee's participation in the activities of the EDP in terms of helping them to achieve the goals of the EDP, was developed based on the goals of the evaluation, a review of the related literature, and advice from three research experts. The questionnaire can be revised yearly, and it identifies the percentage of employee participation in each of the employee development activities listed in the questionnaire, new activities that would potentially result in the personal and professional development of the participants, and suggestions for improving the questionnaire's design and administration. A general purpose data sheet is included. (RLC)

Descriptors: *College Faculty; Community Colleges; *Faculty Development; Higher Education; Personnel Evaluation; *Program Evaluation; *Questionnaires; *School Activities; *Test Construction
Identifiers: Paradise Valley Community College Center AZ

ED321905 PS018984
Improving School Climate in Grades K-6 through Child-Centered Instructional Activities in Citizenship.
Violenus, Agnes A.
1990
147p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

An elementary school administrator designed and implemented a practicum study meant to enable students to gain citizenship skills needed for prosocial interactions with peers and adults. It was expected that the kindergarten through sixth-grade students would use practices acquired from their studies of law, government, and citizenship to direct their personal behaviors and group interactions. A series of workshops for student leaders was conducted. Workshop activities were designed to teach pupils: (1) the use of modified rules of order for class meetings; (2) the foundations of the United States government through study of the Constitution; and (3) the use of the tools of citizenship for the purpose of gaining access to official governmental channels in order to bring about action on matters of concern to the students and their community. Practicum evaluation data suggested that the intervention was successful. Notable among the outcomes were a marked decline in reported incidents of misbehavior and students' increasingly strong belief that improvements in the atmosphere of the school could be augmented through the use of principles of good citizenship. Appendices provide measures, school-wide monthly citizenship activities, workshop activities in citizenship for students, and other related materials. (RH)

Descriptors: *Citizenship; Elementary Education; *Elementary School Students; Learning Activities; *Prosocial Behavior; *Social Studies; *Student Improvement; *Student Leadership; Workshops

ED321904 PS018983
Assisting Kindergarten through Fifth Grade Teachers To Improve Their Parent Conferencing Skills.
de Smet, James A.
Apr 1990
115p.; Ed.D. Proposal, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

A speech pathologist designed and implemented a practicum study for the purpose of strengthening the conference skills of kindergarten through fifth-grade teachers at three elementary schools. The primary goal of the practicum was to provide the teachers with a method and the skills needed to promote effective cooperation between parent and teacher. A second goal was to help the teachers achieve a skill level at which they would feel comfortable during most teacher-parent conferences. Pre- and post-tests surveying teachers' perceptions of competence in seven areas were administered. Teachers were recruited to participate in the intervention. Orientation sessions for the teachers were planned and conducted. The program was supervised, maintained, and evaluated. Evaluation data suggested that the intervention was

(cont. next page)

effective in improving teachers' social and communication skills. Appendices provide results of pre- and post-tests, measures employed, and other related materials. (RH)

Descriptors: Check Lists; *Communication Skills; Elementary Education; *Elementary School Teachers; *Interpersonal Competence; *Parent Teacher Conferences; *Teacher Improvement

Identifiers: *Oregon

ED321903 PS018982

Improving the Active Participation of Third Grade Students' Parents in Their Child's Educational Process.

Johnston, Arlene M.

1990

74p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC90

Target Audience: Practitioners

An elementary school teacher designed and implemented a year-long practicum study on parent education which was intended to improve parent participation in their third-graders' school work and learning. A parent awareness component was added to Parent Teacher Organization programs. Guest speakers presented programs on topics that involved parents and ways parents could help their child. Teachers compiled parent information booklets and sent them home to parents. Children's work folders and letters to parents were also sent home regularly. In addition, the number of face-to-face and telephone conferences was increased. Practicum evaluation data suggested that the intervention was effective. Parents increased their involvement in their children's education. Appendices provide measures, the parent information booklet, and other related materials. (RH)

Descriptors: *Academic Achievement; *Basic Skills; Check Lists; *Elementary School Students; Grade 3; *Homework; *Parent Education; *Parent Participation; Primary Education; Program Descriptions

ED321902 PS018981

A Model for Improving the Teaching of Problem-Solving at the Intermediate School Level.

Cull, Philip

1989

62p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC90

Target Audience: Practitioners

A school district's program coordinator designed and implemented a practicum study intended to provide intermediate grade teachers and students with problem-solving techniques and skills needed for success in a course in contemporary Canadian issues. Teachers' and students' problem-solving skills were assessed through reports based on teleconferences, questionnaires, teacher observations, and results of student tests and projects. It was concluded that a comprehensive list of heuristics for devising problem-solving strategies coupled with a model for emulation would provide the direction teachers and students needed. A series of workshops used role-playing, modeling, peer tutoring, and practice as means of remediating deficiencies in teachers' problem-solving skills. Only after the workshops, and then under supervision, did teachers introduce the skills in class. Analysis of practicum evaluation data revealed that problem-solving skills of teachers and students had increased. Teachers reported that the model simplified processes and provided structure and direction. Students reported that the model removed uncertainties in the problem-solving process. As a result of the practicum, the problem-solving model has been incorporated into the curriculum for intermediate students. Teacher interview questions, the problem-solving model, a list of criteria for acceptable modeling, and other related materials are appended. (RH)

Descriptors: Criteria; *Heuristics; Inservice Teacher Education; *Intermediate Grades; Modeling (Psychology); Models ; *Problem Solving; Program Descriptions; *Student Improvement ; Teacher Behavior; *Teacher Improvement; *Thinking Skills; Workshops

ED321901 PS018980

Establishing an Affective School Environment To Enhance Character Development in Pre K-3rd Grade Students Using Storytelling Techniques.

Yeatts, Karol L.

1990

77p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC90

Target Audience: Practitioners

During an 8-month period, a primary school teacher designed and implemented a practicum study intended to socialize children in prekindergarten through 3rd-grade classes to be cooperative, responsible, and achieving individuals. Primary goals of the practicum were to develop a nurturing affective environment, enhance character development, decrease behavioral problems, and enhance home and school relations. A literature review provided: (1) evidence of the importance of an affective environment for the enhancement of character development; and (2) suggestions for establishment of such an

(cont. next page)

environment. The effort to establish a positive, nurturing affective environment involved getting support from school administration and the Parent Teacher Association, writing a proposal for an education grant to purchase education materials, arranging teacher in-service and peer-teacher support activities, and providing teachers with suggestions, activities, and support. Practicum evaluation data indicated effectiveness in improving character development and decreasing behavior problems. An emphasis on story writing and story telling resulted in over 600 works by students. Questionnaires and other measures, instructional materials, and additional materials used in the practicum are appended. (RH)

Descriptors: Affective Behavior; *Classroom Environment; *Elementary School Students; *Emotional Development; *Individual Development; Instructional Materials; *Preschool Children; Preschool Education; Primary Education; Program Descriptions; Program Implementation; *Socialization; Student Improvement

Identifiers: *Character Education

ED321900 PS018978

A Program To Improve the Social Skills of Preschool Children at a Private Day Care Center through a Problem Solving Approach.

Winer, Roger T.
1990
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

Over an 8-month period, a preschool teacher's aide designed and implemented a practicum study intended to improve the social skills of preschoolers in a private day care center. Lesson plans for teaching seven social skills through problem solving were created. Skills were related to entering and exiting activities without disrupting them; resolving conflict through negotiation; sharing equipment and toys; taking turns in conversation; refraining from foul or abusive language; and using polite expressions. Children were given a problem situation in the form of a story and were asked how they would behave if they were a character in the story. Teachers and children engaged in role playing in order to demonstrate prosocial behavior. Other interventions were: provision of a reason for expected behavior; direct instruction; practice; prompting; modeling; reviewing; structuring of the environment; encouragement; and large group, small group, and individualized instruction. Evaluation data indicated that outcomes were positive. Participants enjoyed the process of role playing and solving problems with varied approaches. More than three out of four observed behaviors revealed prosocial characteristics. Positive means of achieving prosocial behavior replaced previously used punitive and corrective means. Measures, examples of lessons for each objective, and other related materials are appended. (RH)

Descriptors: Classroom Techniques; *Day Care; *Interpersonal Competence; Lesson Plans; *Preschool Children; Preschool Education; Private Education; *Problem Solving; Program Descriptions; *Prosocial Behavior; Role Playing; *Social Behavior

ED321885 PS018949

Improving Attendance of Kindergarten Students through Behavior Modification Techniques.

Schofield, Betty D.
Jun 1990
56p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

A behavior modification program was implemented to improve attendance and punctuality patterns of kindergarten students attending a small, rural elementary school. Also incorporated into the intervention were self-esteem and parent involvement components. Motivational strategies used were: a token economy; group-oriented behavior management techniques; high-interest; small group activities; and verbal and nonverbal approval responses. Success was assessed by pre- and post-implementation comparison of attendance data. Results indicated that attendance patterns can be affected by teacher-parent cooperation. Related materials are appended. (Author/RH)

Descriptors: *Attendance Patterns; *Behavior Modification; *Kindergarten Children; Parent Participation; *Parent Teacher Cooperation; Primary Education; Program Effectiveness; Program Evaluation; Program Improvement; Self Esteem

ED321884 PS018948

Improving Social Behavior Skills of Pre-Kindergarten Children.

Fuller, Jane A.
Jun 1990
52p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

A prekindergarten teacher working in a private elementary day school developed and implemented a prosocial behavior

(cont. next page)

program designed to improve the social behavior of prekindergarten students. The program focused on decreasing the incidence of 10 behaviors: (1) pouting; (2) hitting; (3) yelling indoors; (4) interrupting; (5) whining; (6) ignoring others; (7) tattling; (8) teasing; (9) destructive behavior; and (10) poor table manners. A target group of 15 students was chosen. To change the children's behavior, the teacher implemented a 10-week program involving modeling, coaching, and spontaneous encouragement of prosocial behavior. Evaluation data revealed that students in the target group adjusted antisocial behaviors in all categories as measured with a checklist. The intervention successfully decreased seven inappropriate behaviors by more than 50 percent. Three behaviors--poor table manners, ignoring others, and yelling indoors--were decreased by less than 50 percent. Measures and materials are appended. (RH)

Descriptors: *Interpersonal Competence; *Preschool Children Preschool Education; *Private Schools; Program Descriptions; Program Implementation; *Social Behavior; *Student Improvement

---

ED321883 PS018947

Developing Effective Classroom Management Strategies for Enhancing Self-Concept of Intermediate Alternative Education Students.

Benony, Myrtle L.
Jun 1990
43p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

A practicum was designed to improve the self-concepts of intermediate grade students and reduce behavior problems in their class. The practicum was implemented for 10 weeks in an alternative education class of 14 low socioeconomic status students with moderate learning and behavior problems. The three strategies employed were: (1) daily peer group discussions for the purpose of assessing behavior; (2) parent contact through daily and weekly progress reports; and (3) a system of rewards. As a result of the practicum intervention, students' negative behaviors decreased and on-task behavior improved. Teacher and students were able to go beyond negative behavior and conflict rooted in low self-esteem and get on with learning. (RH)

Descriptors: *Behavior Modification; *Classroom Techniques; *Disadvantaged Youth; Economically Disadvantaged; Elementary Education; *Elementary School Students; High Risk Students; Intermediate Grades; Learning Centers (Classroom); Listening Skills; Nontraditional Education; Program Effectiveness; Program Implementation; *Self Concept; *Time on Task

---

ED321882 PS018946

Improving Language Skills of Kindergartners with Deficient Receptive and Expressive Vocabularies.

Haygood, Etta L.
Jul 1989
59p.; Educational Specialist in Early Childhood Practicum, Nova University. A few pages contain light type.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEDEC90
Target Audience: Practitioners

A kindergarten teacher implemented a practicum with her students in an effort to improve their receptive and expressive vocabularies. Five kindergarten students were selected from the 23 identified as language-impaired. Four of these five participated in the practicum to its completion. During a 10-week period, target children were involved in language-based activities in learning centers and small groups. Activities included games and manipulation of concrete objects. The games required children to match sounds and rhyming or positional words, or to classify objects. Activities for each of the ten weeks of the practicum are described. Daily observations and weekly evaluations indicated that the receptive and expressive language skills of the children improved. In addition, children's positive self-concepts were enhanced. Appendices provide a weekly guide to activities, an observation checklist, and a weekly evaluation form consisting of 10 language skill tests. (RH)

Descriptors: Check Lists; *Classroom Techniques; *Expressive Language; Grouping (Instructional Purposes); *Kindergarten Children; Learning Activities; *Learning Centers (Classroom); Primary Education; Program Effectiveness; Program Implementation; *Receptive Language; Small Group Instruction; *Vocabulary Development

---

ED321881 PS018945

Developing Problem Solving Skills in Kindergarten through Selected Strategies.

Llovet, Maria
Jul 1990
72p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

Over a 10-week period, an elementary school teacher designed and implemented a practicum study intended to help a target group of 24 kindergartners develop crucial mathematical problem-solving skills and to prepare them for taking the

(cont. next page)

Stanford Achievement Test. The objective was addressed through implementation of direct instruction, modeling, role playing, manipulatives, and cooperative grouping strategies. It was expected that students would acquire the ability to listen and respond to simple oral directions and oral mathematical story problems, complete simple patterns, write addition and subtraction number sentences for story problems, and interpret and solve simple addition and subtraction application problems. A mastery criterion of 80 percent was set for each objective. Practicum evaluation data indicated that the criterion was not met on any of the objectives. It was concluded that students demonstrated positive attitudes toward mathematics application activities at the end of the study. Appendices provide sample surveys, an analysis of student progress, pre- and post-test results, and sample activity sheets. (RH)

Descriptors: *Kindergarten Children; *Mathematics Skills; Primary Education; *Problem Solving; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *Student Improvement; *Test Coaching; *Test Wiseness

ED321880 PS018944

Increasing Verbal Participation and Self-Concept through Teaching across the Curriculum.

Wolfe, Linda A.
Feb 1990
98p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC90
Target Audience: Practitioners

An experienced third-grade teacher at an elementary school whose students were predominantly Hispanic designed and implemented a practicum in her class of academically above-average students with a low level of verbal participation in class. The target group of 25 students was involved in social studies, science, and expressive language activities designed to increase verbal participation and strengthen self-concept. The target group also engaged in weekly self-concept activities with the school counselor. Comparison of pre- and post-intervention data indicated that the average verbal participation increased to a level above that desired. Students achieved a moderately strong self-concept. Included in the report is a teachers' handbook for help in increasing verbal participation and strengthening self-concept through teaching across the curriculum. The handbook addresses the problem of low verbal participation and its relationship to self-concept, guides identification efforts, and offers learning activities and measures for gathering student performance data. Bibliographic citations, some of which are annotated, are followed by appendices containing instruments, student data, an analysis of progress, student worksheets, and a teacher handbook. (RH)

Descriptors: Counseling Services; Curriculum Development; *Elementary School Students; Expressive Language; Grade 3; Guidelines; Guides; *Hispanic Americans; *Learning Activities Primary Education; Program Effectiveness; Program Implementation; Science Instruction; *Self Concept; Social Studies; Student Improvement; *Student Participation; *Verbal Communication

ED321879 PS018943

Identification of Parent-Teacher Conference Techniques That Inexperienced Teachers Need To Develop.

Korn, Jeanne M.
Jun 1990
57p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

An associate director of an independent preschool and elementary school developed and implemented a practicum intervention designed to improve five inexperienced teachers' ability to conduct parent-teacher conferences. Through self-evaluation, teachers identified skills they needed to improve. Intervention focused on preconference planning strategies, conference techniques, and the process of closing the parent-teacher conference. Over a 10-week period, teachers practiced conference skills in weekly 45-minute, after-school workshops. The skills practiced involved discussion, role playing, problem solving, and record keeping. Teachers also practiced conference techniques with other teachers. As a result, teachers became self-confident and successful in conducting conferences. Twelve appendices provide related materials, such as teacher questionnaires, an initial interview guide, an outline for parent-teacher conferences, and a teacher perception questionnaire. (RH)

Descriptors: *Beginning Teachers; *Communication Skills; Elementary Education; Faculty Development; Inservice Teacher Education; *Parent Teacher Conferences; Preschool Education; Program Descriptions; Program Implementation; *Teacher Improvement; Workshops

ED321878 PS018942

Effective Teacher Strategies To Enhance Parent Involvement in an Elementary School.

Bishop, Anne G.
25 Jun 1990
59p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Practitioners

The need to provide elementary school teachers with effective parent involvement strategies for hard-to-reach parents was addressed by designing an inservice for teachers which presented research-based strategies. Strategies included using a positive, non-threatening approach, employing personal, two-way communication, providing guidance and instruction on using materials designed for activities at home, and home visits. Through the design of a Parent Involvement Continuum (PIC), a volunteer group of 16 teachers identified a "hard-to-reach" family and applied the strategies for an 8-week period. Home visits were strongly encouraged as an ideal strategy. Teachers recorded the frequency and types of contact made during the intervention period. A comparison of the levels of parent involvement before and after the intervention revealed that parent involvement levels can be increased. Teachers indicated that the home visits were effective. It was concluded that parent involvement has a positive effect on parents, teachers, and students. Appendices provide the PIC, parent involvement logs, the home visit survey, teacher directions for project implementation, and teacher surveys. (Author/RH)

Descriptors: *Educational Practices; Elementary Education; *Elementary School Teachers; Home Visits; Inservice Teacher Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *Teacher Influence

---

ED321832 JC900433

An Evaluation of the Employee Development Activities at Paradise Valley Community College.

Cristiano, Marilyn J.
Jul 1990
86p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); STATISTICAL MATERIAL (110); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEDEC90
Target Audience: Practitioners

In 1990, a study was conducted to holistically evaluate the activities of the Employee Development Program at Paradise Valley Community College (PVCC) and to determine if employee groups differed significantly in their evaluations of the effectiveness of the activities. Of the 114 full- and part-time board-approved employees of PVCC, 86 (75%) returned questionnaires. Four employee groups were represented in the survey respondents: residential faculty (RFP); management, administrative, and technical personnel (MATP); professional staff (PSA); and maintenance and operations (M&O), which included Crafts employees. Overall, the employees rated their participation in employee development activities as effective in aiding them to achieve the goals of the program. The M&O group rated the overall effectiveness of the activities significantly lower than did the other three employee groups. In addition, the M&O group rated the activities designed to help them meet three of the program's four goals significantly lower than did the three other groups. Based on results of the study, several recommendations were proposed to improve the employee development program. Given the negative responses and low response rate (23%) of the M&O group, the recommendations were made to invite an M&O employee to serve on the Employee Development Committee and to conduct a follow-up study to determine more accurately how these employees perceive the effectiveness of the program. Appendixes provide the questionnaire, its attendant memorandum and data sheet, and employee responses to two survey questions. (Author/JMC)

Descriptors: *Community Colleges; *Employee Attitudes; Employer Employee Relationship; *Faculty Development; Literature Reviews; Management Development; Organizational Development; Participative Decision Making; *Program Effectiveness; Program Evaluation; Questionnaires; Response Rates (Questionnaires); School Surveys; *Staff Development; Two Year Colleges

Identifiers: *Paradise Valley Community College AZ

ED321804 JC900393

Two-Year College Alumni Associations: Topical Problem Paper.

Craig, Ford M.
Aug 1990
16p.; Graduate seminar paper, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEDEC90

One form of linkage between the two-year college and its community is a college alumni group. A review of the literature indicates that two-year college alumni organizations do not have a long history, and those which do exist are very recent creations. They can benefit the college by: (1) providing a good form of external public relations for institutions; (2) helping in various forms of fund raising; (3) prompting institutions to maintain current address and phone data, thus making follow-up studies easier; (4) offering scholarships for incoming students; and (5) serving as a source of volunteer help when needed. Their members can serve a valuable function as advisors on curriculum committees, and as resource people on career days. According to the literature, alumni appear to be attracted by at least three general groupings of activities: social events, such as travel tours and reunions; productive or functional events, such as committee service and fund raising; and fringe benefits, including preferential access to libraries and athletic events. Important guideposts to the creation of an effective alumni organization include getting the college president's

(cont. next page)

support, assigning a staff member to guide alumni affairs, and developing a newsletter to keep alumni informed. (JMC)

Descriptors: *Alumni; *Alumni Associations; College Presidents; Community Colleges; Financial Support; Literature Reviews; Newsletters; *Program Development; *School Community Relationship; *Two Year Colleges

ED321708 HE023726

Experiencing an Epidemic: A Seminar Designed To Explore the Spread and Prevention of the AIDS Virus.

Rochlin, Joyce T.; Weislogel, Louis F.
Apr 1990
49p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEDEC90
Target Audience: Practitioners

A seminar was designed to present AIDS (Acquired Immune Deficiency Syndrome) related information to 52 college students enrolled in Psychology 101 courses at Essex Community College in Maryland. First, a questionnaire was administered to determine student knowledge about AIDS. The next part of the procedure was an intervention in the form of a class lecture/discussion seminar which focused on the correct answers to the questions and implications for personal behavior and responsibility. Pretesting and posttesting were done to evaluate the intervention. The study showed that students held more misconceptions about personal vulnerability and personal responsibility than about the societal consequences of AIDS. Posttesting with students who either had or had not attended the intervention seminar indicated that students who had attended the seminar performed 58% better than those who did not attend the seminar. Both groups knew more about the physiological manifestations of AIDS and its transmission than about personal vulnerability or the role individuals play in spreading the virus. The questionnaire is appended. Contains 54 references. (DB)

Descriptors: *Acquired Immune Deficiency Syndrome; College Students; Community Colleges; *Group Discussion; Higher Education; Intervention; *Knowledge Level; Pretests Posttests *Program Effectiveness; Psychology; Questionnaires; Seminars; *Student Attitudes

ED321471 EC231591

Development of an Adoption Agency as Supplement to Current Services of a Residential Group Care Facility.

Painter, William E., Jr.
1990
27p.; Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); POSITION PAPER (120)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEDEC90
Target Audience: Administrators; Practitioners

The paper presents a proposal for the addition of a specialized adoption agency for sexually abused children and youth to current services of a residential group home. The proposal resulted from the lack of appropriate families for children completing the Agency's Preparation for Adoption Program. Evidence suggested placements have been hindered by misinformation concerning disruptions of adoptive placements, lack of knowledge of the specific children by adoption workers, and inadequate understanding of parenting such children. The proposed agency would recruit, train, and provide follow-up services for prospective adoptive families. A 10-week needs assessment with 15 referral agencies overwhelmingly supported the development of an adoption agency specifically designed to provide adoption services for the older, sexually abused child. Recommendations include development of a budget of anticipated expenses and revenue and investigation of how implementation of such an agency would impact the current residential facility. The Needs Profile is appended. Includes 11 references. (DB)

Descriptors: *Adoption; *Agencies; *Child Abuse; *Child Welfare; Group Homes; *Organizational Development; Placement; Program Development; Residential Programs; *Sexual Abuse

ED321428 EC230002

Increasing Organizational Skills and Homework Productivity with Ninth Grade Emotionally Handicapped and Regular Students.

Birnbaum, Barry W.
Jul 1989
78p.; Ed.D. Practicum, Nova Univesity.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90
Target Audience: Teachers; Practitioners

The practicum was designed to increase the organizational skills of four emotionally handicapped students (aged 13-14) enrolled in a secondary school program, and to increase the quantity and quality of homework completed by those students in a regular English class. A needs survey documented that students, parents, and teachers felt that development of organizational skills was needed. Teachers indicated that disorganization of the students' notebooks caused problems in locating assignment sheets, study materials, and completed work. The students indicated that they wanted to learn to manage their time better. The practicum involved having the students purchase a folder for each course and instructing them in proper organization of these folders. The students also completed time charts daily and reviewed them with the teacher. At the conclusion of the intervention period, students reported that they were able to manage their time

(cont. next page)

better and to complete tasks properly and expeditiously. Teachers reported a significant improvement in the quantity and quality of assignments completed. Improvement in folder organization was slow, but consistent. (JDD)

Descriptors: Assignments; *Emotional Disturbances; English Instruction; *Homework; *Intervention; Junior High Schools; Organization; *Skill Development; Student Improvement; Study Habits; *Time Management

Identifiers: *Organizational Skills

ED321291 CS212449

Cooperative Learning and Process Writing Experiences to Improve the Writing of Fifth Grade Students.

Donato, Marjorie
1990
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90

A course of study was researched, designed, and implemented to improve the writing of fifth-grade students. Objectives of the program were to develop more positive feelings about writing while increasing the quantity, quality, and variety of writing. Cooperative learning and process writing was discussed with the participants, their parents, and the teachers in the participating school. Fifth-grade students visited the classroom and were coached on how to use the writing process how and to work in a cooperative setting. Results indicated that the fifth-grade students demonstrated an increase in their quality, quantity, and variety of writing by the second month of the program. Students' writing quality improved 25% to 100% in terms of the basic elements of content and mechanics; voluntary journal writing increased by 59% to 685%; the quantity of voluntary finished works during sustained writing periods improved 33% to 300%; a broader range of audiences during voluntary writing periods increased 100% to 300%; and the students' feelings about writing showed a 25% to 88% improvement by the end of the writing program. Teachers participating in the program noted a 38% to 100% improvement in their students' writing. (Nine tables of data are included. Appendixes include: student and teacher creative writing survey, writing assessment instrument, length of daily journal entries chart, writing chart, compositional variety chart, writing audience chart, students' writing attitude survey, and teacher survey. Thirty-two references are attached.) (MG)

Descriptors: Audience Awareness; Classroom Environment; *Cooperative Learning; *Grade 5; Intermediate Grades; Learning Activities; Teaching Methods; Writing (Composition); *Writing Ability; *Writing Attitudes; *Writing Improvement; Writing Instruction; Writing Processes; Writing Research; Writing Skills

Identifiers: Childrens Writing; *Writing Development

ED321256 CS212402

Improving the Written Communication Skills of Upper Elementary Alternative Education Students by Using a Word Processor.

Black, Susan E.
1989
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90

A practicum was designed to improve and expand the writing skills of 13 fifth-grade students placed in an upper elementary school Alternative Education program. The major goal was to provide the students with the means to improve their written output and grammar. Secondary goals were to help the children to think logically about the writing tasks and to enhance student self-images. Students were trained to use the computer and word processor and engaged in such prewriting activities as discussion, determining the main idea and subordinate details, and judging for whom the composition would be written. They kept a daily journal to which the teacher responded in a nonjudgmental manner, and the word processor was used almost daily to improve writing and student attitudes. An informal writing checklist was utilized to determine if writing skills improved. Analysis of the data revealed that the students benefitted from using a word processor in the following ways: they were able to write logically and coherently on a given topic; it was easier for them to see and correct mistakes; written output increased; they expressed their feelings in their written work; writing exercises seemed to provide an emotional release which lessened inappropriate behaviors; student use of adjectives and adverbs showed increases; spelling improved; and in some instances, capitalization improved. Classwork and homework were returned promptly. (Four tables of data are included. Appendixes include a dictated paragraph, checklist for informal evaluation of writing, first dictation and final dictation samples, a letter of permission to use the informal checklist, a key to symbols denoting writing errors, and three writing samples. Thirty references are attached.) (Author/MG)

Descriptors: *Communication Skills; *Computer Assisted Instruction; Grade 5; High Risk Students; Intermediate Grades Learning Disabilities; Nontraditional Education; Teaching Methods; *Word Processing; Writing Attitudes; *Writing Improvement; *Writing Processes; Writing Skills

Identifiers: *Childrens Writing

ED321243 CS010161

Increasing Literature Interests in First Grade Retained Students in a Chapter I Reading Lab by Matching Reading Approaches to Their Reading Styles.

Thomas, Grace Gilliard

(cont. next page)

1990
179p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC90

A study was conducted to address the problem of all students not learning to read in the same manner when the instruction was limited to only one approach, that of the basal reader with its phonics emphasis. The Reading Style Inventory, the Swassing-Barbe Modality Index, and the Bradway Quick Check were administered to the students attending the Chapter 1 reading lab. Reading techniques found in the whole language philosophy were used which accommodated the students' reading styles. Parental involvement in the reading process was also included. Ten-high quality paperback books were used as part of the reading instruction and were given to the students to begin a home library of readable books. Motivational activities and rewards were used and stressed throughout the 8 months to increase students' interest in books. Results of the practicum were positive. The goal was achieved for all the students participating in the practicum. Results indicated on a teacher-made interest survey that their interest in literature and the amount of time they read alone, with a friend, and with a parent had all increased substantially. (Sixteen tables of data are included. Appendixes include: interview forms used with students; survey of literature interests; teacher-made reading inventory of literature books; criteria sheet for students' illustrated and written storybooks; letter recognition test; word lists; correspondence about reading program; and reading award certificate. Seventy-nine references are attached.) (MG)

Descriptors: Basal Reading; *Cognitive Style; Grade 1; *High Risk Students; Learning Activities; *Literature Appreciation; Parent Participation; Primary Education; *Reading Attitudes; *Reading Programs; Reading Research; Recreational Reading; *Remedial Reading; Whole Language Approach
Identifiers: Education Consolidation Improvement Act Chapter 1

ED321221 CG022671
Developing a Strategy To Educate County Departments of Social Services in the Type of Referrals Needed for a Residential Child Caring Agency.
Keevert, Helen
Mar 1990
37p.; M.S. Practicum, Nova University.
256 EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEDEC90

The focus of a child caring facility had changed from caring exclusively for orphans to serving a broader population of abandoned, abused, and neglected children. Because no effective marketing tool existed within this child caring agency to make agency identification and information readily accessible to county departments of social services (DSSs), an information brochure was created and distributed by mail and personal presentations to county DSSs. The brochure became a permanent part of the agency program. An "agency identification survey" was used as the primary evaluation of the need for a marketing brochure. The survey was completed by social workers in county DSSs within a 75-mile radius of the agency. A "daily log" was then kept to document the number of child placement requests made by county DSSs and the names of counties represented by the requests. The most important post-survey improvement came in the area of increased county knowledge of the agency. The results justified the creation of the agency brochure. Appendixes include a sample survey and a sample "daily log." (Author/ABL)

Descriptors: *Adolescents; Child Abuse; Child Neglect; *Children; Marketing; Pamphlets; Program Effectiveness; *Referral; *Residential Programs; *Social Agencies; *Social Services

ED321220 CG022670
The Enhancement of Career Education/Exploration Opportunities in Conjunction with School Counselor, Paraprofessional, and Corporate Partnerships.
Shuff, David
Jul 1990
149p.; Ed.D. Practicum, Nova Univesity.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEDEC90

The practicum was designed to enhance career education/exploration opportunities in the junior high school. Services at the Career Center originally planned for the high school involved in this practicum were discountinued 2 years earlier due to a education/exploration termination of funds and failure to document program goals. The practicum's goals were: (1) to enhance career education/exploration in conjunction with counselor, paraprofessional and corporate sponsorship; (2) to increase the counseling staff's time spent on career guidance by 50 percent; and (3) to have students master stated competencies. Evaluation of these goals was achieved through the administration of pre/post-tests, time logs, and career units. An evaluation of the program indicated that the new career education/exploration program earned the complete acceptance and support of the students, parents, faculty, and business partners. Student satisfaction with the revamped program more than doubled. Private businesses for the first time became active participants in career education. 257

(cont. next page)

Paraprofessionals were integrated successfully into the career education efforts. In addition, the time counselors spent on career education exceeded the practicum goal of a 50 percent increase, as measured by the time accountability logs. The concept that career guidance is solely the work of school counselors needs to be broadened to include support from faculty, parents, and various segments of the community. (Author/ABL)

Descriptors: •Career Education; •Career Exploration; Junior High Schools; •Junior High School Students; Paraprofessional School Personnel; Program Effectiveness; School Business Relationship; •School Counseling; School Counselors

---

ED321219 CG022669

Developing a Peer Assisted Substance Abuse Program for Early Adolescents.

Bourgeois, Robert M.

May 1990

110p.; Ed.D. Nova University. Appendixes contain some semilegible/illegible material.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC90

Alcohol and drug abuse were viewed as a clear way of demonstrating personal or social sophistication in a Canadian secondary school. Neither the school nor the local community had developed a strategy for dealing with the problem of substance abuse among the students. The program described in this report was designed to reduce the level of alcohol and drug abuse among these early adolescents. The major objectives were to foster a greater sense of personal causation in the lives of the students; to teach specific decision-making skills; to develop student-created models for healthy lifestyles; and to have students identify a personal reduction in substance abuse as a result of participation in the program. Needs assessment surveys were developed and administered to students and to the school's Peer Helpers. Results were analyzed and possible solutions were examined. Among the proposed solutions was the use of a multi-faceted approach which took into account the needs of the individual adolescent, the peer group, and the family. The solution chosen utilized strategies designed to increase the self-esteem and sense of personal control of each participant. Results of the program were mixed. Analysis of the data showed that a large number of participants surveyed reduced their personal level of alcohol and drug use, but not as many as expected. (Author/ABL)

Descriptors: Adolescents; •Alcohol Abuse; Alcohol Education Decision Making Skills; •Drug Abuse; Drug Education; Foreign Countries; •Peer Influence; •Prevention; Program Effectiveness ; Secondary Education; Secondary School Students; Self Esteem Substance Abuse

Identifiers: Canada; •Early Adolescents

ED321218 CG022668

Reducing the Risk for Child Abuse by Developing and Implementing a Parenting Program for Teenage Mothers.

Doetsch, Patricia

May 1990

75p.; Ed.D. practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC90

Adolescent parents are unprepared for parenthood. Their lack of preparedness places their children at risk for maltreatment. This educational program was designed to enhance the parenting skills of adolescent mothers thereby reducing the risk for maltreatment among their children. This parenting skills training program consisted of six weekly sessions focused on: (1) child development from birth to age 2; (2) positive reinforcement techniques; (3) discipline techniques; (4) cognitive restructuring techniques; and (5) problem-solving techniques. An evaluation component was developed and administered to pregnant and parenting students. The results of this program were mixed. Analysis of the data revealed that although the students indicated that the program was helpful to them and that they felt they had the skills necessary to be a good parent, only 38 of the 58 students were able to give appropriate responses as to how they would handle problematic situations without using corporal punishment. The results in the areas of empathy and positive reinforcement techniques were positive. It is recommended that program length be increased from 6 to 18 weeks; that students missing classes should receive handouts; that the program should be run at all sites; and that children in daycare should be videotaped so that students could learn from observation. (Author/ABL)

Descriptors: •Adolescents; Child Abuse; •Early Parenthood; Intervention; Mothers; •Parent Child Relationship; •Parent Education; •Parenting Skills; Secondary Education; Secondary School Students

---

ED320842 SO030004

Improving Higher Order Thinking of Middle School Geography Students By Teaching Skills Directly.

Freseman, Richard D.

1990

121p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV90

Target Audience: Researchers

(cont. next page)

This document reports on a practicum experience on the improvement of thinking skills of middle school students. There has been much discussion in educational circles that mastery of higher- order thinking skills should be given greater attention in the public schools. A program of teaching thinking skills directly to grade seven geography classes was developed. The skills of organizing and summarizing, influencing through the use of analogies, and divergent thought using brainstorming techniques were taught in their own right and then applied to the content area of geography for enhancement. The project made use of newspaper articles to visualize and prioritize important facts and concepts, teacher-made analogies demonstrating a variety of relationships, and exercises that stressed divergent thinking as opposed to the traditional teaching method of convergence. The results of the practicum were generally positive. The students exhibited enthusiasm and interest in class discussions as well as involved parents at home. Evaluation instruments noted improvement in higher-order thinking ability as the project progressed, even though not every predicted percentage of success set by the practicum was met. A better understanding and appreciation for world geography was an added feature of this practicum. Five tables appear in this document, and there are 25 appendices. (Author/DB)

Descriptors: Classification; Comprehension; Creative Thinking; Critical Thinking; Decision Making; Deduction; Educational Research; Evaluative Thinking; Geography; Induction; *Middle Schools; Practicum Papers; Problem Solving Secondary Education; *Skill Development; Social Studies; Teaching Methods; *Thinking Skills

---

ED320559 IR014475

Learning Styles and Individual Differences in Learning English Idioms via Computer Assisted Language Learning in English as a Second Language.

Viteli, Jarmo

1989

25p.; Paper presented at the Annual Meeting of the European Association of Research on Learning and Instruction (3rd, Madrid, Spain, September 4-7, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: Finland

Journal Announcement: RIENOV90

The purpose of this study was to determine the learning styles of English-as-a-Second-Language (ESL) students and individual differences in learning English idioms via computer assisted language learning (CALL). Thirty-six Hispanic students, 26 Japanese students, and 6 students with various language backgrounds from the Nova University Intensive Language Program were given learning style questionnaires before the 4-week experiment in order to determine their learning preferences. There were five learning factors among the students: (1) kinesthetic/tactile; (2) visual; (3) auditory; (4) individual; and (5) group. Students preferred kinesthetic/tactile and individual learning styles: the differences between the kinesthetic/tactile learning preference and visual and auditory learning preferences were significant. The difference between individual learning preference versus group learning preference was significant. All groups were given tests before the experiment, after the second and third hours of study, and a final test after the experiment. The differences between kinesthetic/tactile students' test results versus visual and auditory students' test results were significant at pretest and after the second hour of study. However, there were no significant differences in the final test results between these students. It was concluded that CALL is suitable as a supplementary tool and as an alternative to conventional methods of teaching English idioms to foreign adult students who are from different cultures, who have different learning preferences, and whose native language varies. (44 references) (GL)

Descriptors: *Cognitive Style; *Computer Assisted Instruction; *English (Second Language); Foreign Students; Higher Education; *Idioms; *Individual Differences; *Instructional Effectiveness; Pretests Posttests; Questionnaires

---

ED320557 IR014473

Helping Students To Solve Word Math Problems: CAI as an Alternative Method of Instruction.

Viteli, Jarmo

1989

18p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: Finland

Journal Announcement: RIENOV90

The purpose of this study--which was a part of the Flexible Learning Environment project at the University School of Nova University in Florida--was to determine if there was a difference in learning to solve mathematics word problems between groups using computer assisted instruction and groups taught by teachers. Fifth-grade students (N=31) were divided into four groups (two teacher-taught groups and two computer-taught groups) for the 4-week experiment, in which instruction in word problems was given every day. Subjects in all groups were given a test before the beginning of the experiment. An independent t-test found that the difference between the pretest means was not significant. At the end of the experiment all groups took the same test as they had taken before the experiment. An independent t-test found that the difference between the post-test means was not significant. It was concluded that computer assisted instruction could be used as an alternative to conventional methods of teaching mathematics word problems. The test used as the pre- and posttest is appended. (15 references) (GL)

Descriptors: *Computer Assisted Instruction; Conventional

(cont. next page)

Instruction; Foreign Countries; Grade 5; Intermediate Grades; Intermode Differences; *Mathematics Instruction; Pretests Posttests; *Problem Solving

ED320532 IR014435

Using Computer Technology To Enhance Middle School Science.

Jermanovich, Trudy

1989

132p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV90

This practicum was designed to encourage middle school science teachers to utilize computer technology as an enhancement in order to provide students with an additional means of addressing their basic skills areas. The primary goals were to provide information on the ease of utilization of appropriate computer-managed software through networking and to formulate a guide to using this type of software with students. In addition, inservice workshops were provided on the use of laser disc technology. A networking environment was established with a schedule providing access for a large number of students in a computer-assisted instruction (CAI) laboratory situation. Teachers were able to inform a laboratory manager of the skills that students would use. The computer-managed instruction (CMI) system kept track of students' scores, and printouts were provided to teachers. A guide on how best to utilize this resource was developed. The results of the practicum were positive, with students, teachers, and parents indicating the success of the use of networked CAI through surveys, increased test scores, and completion of student projects. Laser discs proved more difficult to learn, and use of this technology was limited. Appendixes include survey instruments, project data, a sample printout of student scores as recorded in the computer laboratory, and a handbook for teachers on using CAI/CMI laboratories. (11 references) (GL)

Descriptors: *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Networks; Computer Software; Junior High Schools; *Laboratories; Microcomputers; Middle Schools; Optical Disks; *Science Instruction; *Student Evaluation

ED320522 HE023639

The Development of a Questionnaire To Survey College Students' Misconceptions about the Spread and Prevention of AIDS.

Rochlin, Joyce T.

Mar 1990

45p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maryland

Journal Announcement: RIENOV90

Target Audience: Practitioners

The study developed and implemented a questionnaire to examine misconceptions related to Acquired Immune Deficiency Syndrome (AIDS) among 57 college students enrolled in Psychology 101 courses at Essex Community College in Maryland. The questionnaire covered etiology and epidemiology of AIDS and the personal attitudes and experiences of the respondents. Two forms of the questionnaire were developed, each containing the same number of items, type of content, and level of difficulty. Subjects were exposed to a total of three administrations of the two questionnaires. Results indicated that more misconceptions were held about how one gets AIDS than about its impact on society. Subjects believed that infected patients should pay their own treatment costs. They also indicated that they would feel very uncomfortable around someone who had AIDS. Although there were no differences as a function of test form, time of administration had a significant effect on performance. An appendix contains copies of the questionnaires. Includes 41 references. (JDD)

Descriptors: *Acquired Immune Deficiency Syndrome; College Students; Disease Control; Epidemiology; Etiology; Higher Education; *Knowledge Level; Prevention; *Questionnaires; *Student Attitudes; *Test Construction

Identifiers: Essex Community College MD

ED320331 EC231139

Improving Speech Pathologists' Identification of Conductive Pathologies in Preschool and School Age Children through Inservice Training.

Guillory, Joseph A.

12 Feb 1989

74p.; Ed.D. Practicum Report, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV90

Target Audience: Practitioners

This practicum sought to reduce the delays in referral to otologists for medical care to alleviate hearing losses and reduce risk of delays in language and academic performance. The practicum conducted inservice training programs to improve the identification of conductive pathologies in preschool and school-age children by 34 speech pathologists. The programs aimed to improve speech pathologists' skills in otoscopic visualizations as part of the hearing screening program. Training covered such topics as anatomy and physiology of the outer and middle ear, effects of conductive pathology and associated hearing loss on language development and academic performance, and use and operation of an otoscope. The results

(cont. next page)

of the practicum were positive. Participating speech pathologists achieved 100% mastery on the practicum's behavioral objectives. A reduction in delays in referral to otologists for immediate medical care was also achieved. Several administrative forms and 29 references are included. (JDD)

Descriptors: *Auditory Tests; *Clinical Diagnosis; Elementary Secondary Education; *Handicap Identification; *Hearing Impairments; *Inservice Education; Intervention; Medical Services; Preschool Education; *Referral; Skill Development; Speech Therapy; Student Evaluation; Therapists

ED320327 EC231135

An Individualized Approach To Improve Reading Achievement Levels and Behavior of Learning Disabled Pupils.

Hebron, Preston T., Jr.
Feb 1981
114p.; Ed.D Introductory Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIENOV90
Target Audience: Teachers; Practitioners

In this practicum, 15 learning-disabled pupils in grades two and three participated in an individualized program featuring mastery learning, a personalized system of instruction, attention to learning style and modality, and behavior modification, in order to improve reading levels and poor behavior. Program components included learning stations, interest centers, a variety of special materials, various modes of learning, aides and tutors, and immediate reinforcement. This approach tailored instruction for each pupil with a particular problem and allowed extra time for acquisition of basic learning skills in areas where this was necessary. Pupils were actively engaged in learning processes in which their behavior was modified. Although total remediation of the reading deficit was not achieved over 4 and one-half months, overall improvements were highly significant. Behavior was also improved. Appendices list objectives for each pupil, testing instruments utilized, and games and special materials used. Includes 20 references. (JDD)

Descriptors: *Behavior Modification; Cognitive Style; Individualized Instruction; *Individualized Programs; *Learning Disabilities; Learning Modalities; Mastery Learning Primary Education; *Reading Skills; *Student Behavior; Student Improvement

ED320063 CG022558

Devising Effective Strategies To Promote AIDS Awareness and Understanding among the Employees and Clients of a Shelter for Runaway and Troubled Youth Ages Twelve through Fourteen Years.

Jennings, Susan
1990
114p.; Ph.D. Pract [illegible], Nova University, Florida.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV90

Runaways are rapidly becoming one of the highest at risk populations for contracting and spreading the Acquired Immune Deficiency Syndrome (AIDS) virus. This practicum was therefore designed to provide an AIDS policy and awareness training for the employees of a state-licensed and federally recognized center for troubled and runaway youth. Its purpose is to alleviate employees' fears and increase their confidence so that they are better equipped to provide awareness and prevention education to their clients. Chapter 1 describes the target agency, its community, and the writer's work setting and role. Chapter 2 presents and discusses the problem of AIDS among troubled and runaway youth, providing statistics on the number of runaways who have contracted the disease, discussing the problems of discrimination and popular misunderstandings, and delineating the challenge posed for social service agencies who serve this population. It concludes with a review of the literature. Chapter 3 describes the goals, objectives, and evaluation techniques of the practicum. Chapter 4 discusses suggested strategies for disseminating AIDS information among employees and identifies the selected solution. Results of the practicum process, including a comprehensive personnel policy, are discussed in Chapter 5, along with recommendations. This personnel policy and the accompanying curricular materials are appended. (TE)

Descriptors: *Acquired Immune Deficiency Syndrome; Adolescents; At Risk Persons; Education; Employee Assistance Programs; Employee Attitudes; Personnel Policy; *Practicums; Preadolescents; Prevention; *Runaways; *Social Agencies; Social Discrimination; Social Services

ED320024 CE055178

Review of Literature on the Control of Nurse Burnout. Societal Factors Affecting Education Seminar.

Carraway, Cassandra Todd
Nov 1987
18p.; Specialization paper, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: DISSERTATION (040); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIENOV90

As reflected in the Cumulative Index to Nursing and Allied Health Literature, no articles with the term burnout in their titles were published prior to 1978. However, by 1980 the number of articles about burnout had increased dramatically in an explosion of awareness of the problem. Various writers and researchers have identified the stressors that can lead to burnout for a nursing faculty member. Among the identified stressors are preparation and teaching of new courses;

(cont. next page)

initiation of team teaching; assumption of leadership roles and administrative responsibilities; increased workload in relation to the amount of classroom teaching and increased committee responsibilities; the multiple relationships in which the faculty member is placed, including those with students, patients, families, other academicians, and other health care professionals; frequent involvement in conflict situations; and having to adopt a second profession (education) and its values and standards of competence, while maintaining the first profession (nursing) and its values and standards. Among the actions recommended for preventing and managing burnout are fostering a concept of collegiality among nursing educators, offering training programs that teach coping strategies, and fostering an organizational awareness of burnout problems. (36 references) (CML)

Descriptors: Adults; Coping; *Nurses; *Nursing Education; Relaxation Training; Stress Management; Stress Variables; Teacher Alienation; *Teacher Burnout; Teacher Morale; Teacher Motivation; Teacher Persistence; Teaching Conditions; Teaching Hospitals

Identifiers: *Nursing Educators

ED319745 TM014754

Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation.

Rochlin, Joyce T.; Weislogel, Louis F.
Feb 1990
37p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEOCT90

The correlative features of assigned reading and in-class performance were evaluated for 75 students enrolled in psychology classes in two community colleges in Maryland. Four tests and a final examination were used to measure in-class performance as a function of rates of reading and times of attendance. Control for content was attempted by assigning a different book to one of the classes. Times of attendance were varied to control for assumptions about the differences between students who attend daytime and those who attend evening classes. Based on these manipulations, no statistical differences were found between the students' reading and successful course outcomes; students were equally successful whether or not they read the assigned text. There were no differences in the performance of students in morning, afternoon, or evening classes. Suggestions for alternatives to assigned texts included selected materials and the self-motivated use of outside sources. Seven data tables and one figure are included. (Author/SLD)

Descriptors: *Academic Achievement; Classroom Techniques; *College Students; Community Colleges; Comparative Testing; *Correlation; Evening Programs; Higher Education; Homework; *Individualized Reading; Outcomes of Education; Psychology; *Reading Assignments; Reading Materials; School Schedules; Scores; *Test Results

ED319510 PS018794

Developing and Instituting a Parenting Course for Parents of Children Ages 3 through 14 Years.

Innes, Ruth S.
1990
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT90
Target Audience: Practitioners

A licensed counselor working in a privately owned mental health facility implemented a practicum study designed to improve the parenting skills and quality of family communication in families with children between 3 and 14 years of age. Practicum goals were to: (1) give parents information that would improve their parenting skills; and (2) increase cooperative interaction among participating family members. A survey was administered to potential class members to determine what communication and parenting skills were of concern to them. Based on these expressed needs, a parenting class was developed. Practicum evaluation data indicated positive changes in the quality of family communication. Parents significantly improved in parenting skills. Survey instruments are appended. A total of 34 references are cited. (RH)

Descriptors: *Child Rearing; *Communication Skills; *Family Problems; *Instructional Development; *Nuclear Family; *Parenting Skills; Program Effectiveness; Program Implementation

Identifiers: *Course Development

ED319509 PS018792

Developing and Implementing a Middle School Program To Improve the Achievement of Students in Grade Six through Grade Eight.

Arrington, Alpheus, Jr.
3 Jul 1989
126p.; Ed.D. Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT90
Target Audience: Practitioners

This practicum report describes the development and implementation of a middle school program in King and Queen

(cont. next page)

County in Virginia's Middle Peninsula designed to improve the achievement of sixth-, seventh-, and eighth-grade students whose achievement scores were consistently lower than national and state averages. A literature review and interviews were conducted as a basis for discussion of the problem and presentation of intervention strategies. Solution strategies included: (1) implementation of in-service training designed to increase teachers' and administrators' knowledge of effective instructional practices appropriate for middle school students; (2) development and implementation of curriculum guides in mathematics and science for grades 6-8; and (3) establishment of regular meetings to improve the continuity of the middle level program. Terminal objectives were achieved in reading for grades 6-8 and in mathematics and science for 8th grade. Sixth through eighth grade achievement scores increased from March, 1988 to March, 1989. Curriculum guides in mathematics and science for grades 6 through 8 were developed and used. In-service training workshops were conducted and grade-level "articulation meetings" were held on a regular basis. (RH)

Descriptors: *Academic Achievement; *Curriculum Guides; Developmental Continuity; *Elementary School Students; Grade 6 ; Grade 7; Grade 8; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Mathematics Instruction; *Middle Schools; *Program Development; *Program Implementation; Science Instruction; Teacher Effectiveness; Teaching Methods

Identifiers: *Virginia (King and Queen County)

ED319476 PS018516

Increasing the Learning Experiences of Preschool Students through the Development of a Physical Play Environment.

Erimie, Rosemary F.
1989
140p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT90

This report reviews a practicum designed to study and address problems of the physical play environment of a preschool which served children of 2 to 5 years. The goals of the practicum were to: (1) increase the amount of time children spent in physical play activities; (2) enhance the play environment by the addition of at least 10 pieces of equipment; and (3) use the school resources to improve school programs in play development. The school's financial resources were used to add equipment to the play environment. Inservice sessions for the director and teachers were planned. The sessions placed a renewed emphasis on learning through play and helped teachers meet their objectives through physical play activities. Each of the goals of the practicum was achieved. The children increased the amount of time spent in play activities each day and the preschool purchased 10 pieces of multi-functional play equipment. Questionnaires completed by parents revealed that the majority of parents felt that students' needs were being met through the increased emphasis on play activities. Respondents agreed that the preschool's programs had been enhanced by the development of an outdoor play environment. (Author/RJC)

Descriptors: Child Development; Educational Equipment; *Learning Strategies; *Play; *Playground Activities; *Playgrounds; *Preschool Curriculum; Preschool Education

Identifiers: *Outdoor Recreation; *Playground Equipment

ED319428 JC900275

An Assessment of Course Needs for Older Adults at McCook Community College.

Craig, Ford M.
May 1990
39p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEOCT90

A study was conducted to assess the educational needs of older adults residing in McCook Community College's service area. A questionnaire focusing on respondents' interest in courses on financial management skills, employment needs, health and health care, social interaction, and self-esteem was administered to 150 older adults. The sample included 25 individuals from the First Congregational Church, 25 from the First United Methodist Church, and 100 from the McCook Senior Center. Study findings, based on an 87% response rate, included the following: (1) at least 33% of the respondents were in favor of courses on wills, probate, and trusts; exercise; nutrition; selection and usage of health care providers; pensions and social security benefits; coping with Alzheimer's victims, and housing choices for retirement; (2) 39.7% were interested in trips and 34.3% in support groups; (3) slightly over 22% were interested in training as in-home care providers for the aged; (4) over 65% of the respondents expressed no interest in any financial management course, besides the wills, probate, and trusts course; and (5) over 75% were not interested in any of the employment needs courses nor any of the self-esteem courses. Recommendations and the survey instrument are included with the study report. (AYC)

Descriptors: Community Colleges; *Community Education; Community Surveys; Educational Needs; Needs Assessment; Noncredit Courses; *Older Adults; Questionnaires; *Student Educational Objectives; Two Year Colleges

Identifiers: *McCook Community College NE

ED319322 HE023515

A Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project.

McLeod, Stephen G.

(cont. next page)

Jan 1990
51p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT90
Target Audience: Practitioners; Administrators

The practicum sought to identify areas of relative strength and weakness in support for the Saint Leo College (Florida) Library Acquisitions Project, a project to improve library support to the Military Education Program administered by Saint Leo College on military installations throughout the Southeast. Using the Interactive Forces Theory of Organization Change, the practicum identified and rated interactive forces impacting on the project; produced indices for each discrete force, for each category of forces, and for the resultant of all forces at each developmental stage; and identified areas of relative strength and weakness. Key findings included: (1) the institutionalization stage was the stage of weakest support, and the refinement stage received strongest support; (2) for every stage, extrapersonal forces constituted the strongest force category, and goal hiatus forces were the weakest force category; and (3) for the institutionalization stage, the goal hiatus force associated with reaffirming accreditation was identified as the weakest goal hiatus force, and the force associated with improving instruction as the strongest goal hiatus force. Interactive strategies were recommended to ensure the success of the project, such as using the refinement stage to buttress support for the project in preparation for the institutionalization stage. Includes 31 references. (Author/JDD)

Descriptors: *Academic Libraries; *Change Strategies; Higher Education; *Interaction; *Library Acquisition; Library Collection Development; Library Services; *Organizational Change; Private Colleges; Program Development; *Program Effectiveness

---

ED319213 EC231103

Implementation of an Initial Training Program for New Employees in a Profoundly Mentally and Physically Handicapped Children and Adult Residential Facility.

Hoeft, Linda A.
1989
47p.; Master of Science, Nova University. Best copy available.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEOCT90
Target Audience: Practitioners

A project was designed to reduce the turnover of direct care staff in a community-based residential facility that provides a home and educational or adult day training services for 54 severely or profoundly mentally and physically handicapped children and adults. The project sought to reduce total staff turnover by 40%, reduce employee terminations by 20%, demonstrate a 20% reduction in resignations that are due to client frustration, improve the staff's client interaction skills, and increase the staff's knowledge about the target population. Causes of voluntary resignations of staff were analyzed, and these factors were considered in the development of a 40-hour orientation program. The program focused on increasing staff self-awareness and broadening knowledge of the agency and target population, and used a variety of learning modes including on-the-job training. The turnover reduction objective was not met, but other objectives were successfully met or surpassed. Includes eight references. (JDD)

Descriptors: Adults; *Caregivers; Children; *Job Training; Labor Problems; *Labor Turnover; Orientation; *Physical Disabilities; Program Implementation; *Residential Institutions; Residential Programs; *Severe Mental Retardation

---

ED319161 EC230848

An In-Service Program To Foster the Teaching of Life Skills to Moderately Retarded Elementary School Students.

Dunn, Janice
16 Jan 1989
56p.; Ed.D Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT90
Target Audience: Teachers; Practitioners

This practicum report was designed to foster the teaching of life skills to moderately retarded elementary students, the goal being teacher implementation of appropriate life-skills programs for developmentally delayed students. A 2-day workshop was developed to allow teachers from different communities to share strategies and materials. Follow-up classroom visits were provided. Results indicated that all 15 teachers who participated included life-skills training in their programs for developmentally delayed students. Appendixes include evaluation materials and an observation checklist. Contains 32 references. (Author/PB)

Descriptors: *Daily Living Skills; Decision Making Skills; *Developmental Disabilities; Elementary Education; Home Economics Skills; *Inservice Teacher Education; Mental Retardation; *Moderate Mental Retardation; Self Care Skills; *Teaching Methods

ED319158 EC230845

A Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel.

Teas, Brenda
27 Nov 1989
126p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Texas
Journal Announcement: RIEOCT90
Target Audience: Practitioners

A county (Harris County, Texas) education agency, along with Special Education Directors and Personnel Officers from the county's 24 school districts, identified problems in recruiting special education teachers and such related service personnel as psychologists, psychological associates, educational diagnosticians, speech therapists, art therapists, and music therapists. A goal was established to develop recruitment services that would help relieve the critical shortages, with three objectives: (1) train personnel in the Psychological Services Division to perform recruitment activities; (2) develop pools of critical shortage applicants available to work for the school districts; and (3) explore the feasibility of providing a Critical Shortage Job Fair. As a result of the practicum, job pools were developed in six occupational areas and made available to school districts; staff of the Psychological Services Division became skilled at carrying out the recruitment process for developing the job pools; and a decision was made not to hold a nationwide job fair due to a lack of graduates available for employment from other states. Appendixes contain forms used in evaluating the feasibility of the job fair and a "Recruitment Project Procedures Manual," which details the steps involved in advertising job vacancies, responding to inquiries, interviewing, recordkeeping, and communicating with the school districts. Includes 39 references. (Author/JDD)

Descriptors: *Disabilities; Elementary Education; Program Development; School Districts; *School Psychologists; *Special Education Teachers; *Teacher Recruitment; *Teacher Supply and Demand; *Therapists

ED318963 CG022510

Focusing on Appropriate Interventions for At-Risk Children with Professional Staff after the Multidisciplinary Team Process.

Jackson, Thomas C.
Sep 1989
173p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT90

This practicum was designed to provide a systematic follow-up procedure to assure appropriate intervention and education to children considered to be at risk of failure in school after the multidisciplinary or student assistance team evaluation process in an elementary school. The second aim was to heighten the awareness of teachers and pupil personnel socialization process, and the importance of relationships. Multidisciplinary team and student assistance team decisions were reviewed. The need to introduce a follow-up procedure to provide intervention strategies to children who continued to be at risk of failure after multidisciplinary or student assistance team meeting was determined. A group decision-making process was used to prioritize interventions the group felt were needed based upon their understanding of the child's academic and social behavior and their hunches about the needs that still existed. In conjunction with this, the professional staff was provided with periodic bulletins which focused upon children's thinking, play, psychosocial, and social development. The results of the practicum indicated that only part of one objective was met. Professional staff involved in the intervention decision-making process found it better than the multidisciplinary team process only in problem identification, and essentially the same as the multidisciplinary team process as a decision-making process and in the quality of the interventions. The interventions attempted, the satisfaction toward goal attainment, and the quality of the interventions provided were within the range indicating satisfactory progress but not good progress. (Author/ABL)

Descriptors: Decision Making; Elementary Education; Evaluation; *High Risk Students; *Interdisciplinary Approach; *Intervention; Professional Personnel; Program Effectiveness

ED318568 PS018753

Fostering Prosocial Behavior in Preschool Children through Teacher, Student, and Parent Involvement.

Siegel, Wendi Feldman
1990
81p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90

Ten preschool children who were not demonstrating age-appropriate, acceptable, social behavior in school were identified. A program was developed, the objectives of which were to decrease children's aggressive behavior and increase the frequency of social activity. The ten children attended three individual sessions with an adult in which they learned about prosocial solutions to everyday problems. The parents of these children were asked to complete a q-sort dealing with parental values. Parents also spent time with their children in school every week and received information on

(cont. next page)

developmentally appropriate practices relating to social skills and on the priorities that other parents set for their children. Although each objective was not met for each child, positive results were generated by the project. (PCB)

Descriptors: *Aggression; *Antisocial Behavior; *Behavior Change; Child Rearing; *Early Childhood Education; *Parent Attitudes; Parent Child Relationship; Parent Participation; Peer Relationship; Preschool Children; Preschool Education; *Prosocial Behavior

---

ED318562 PS018745

Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Utilization of Community Resources in the School.

Butts, Katherine G.
Jun 1985
161p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90

This document describes a program which used community resources to enrich the kindergarten program. The program was organized into three phases. The phases concerned children's care for their health, care for the environment, and involvement with arts in the community. Resource persons from the community, such as a dentist, a psychologist, a forester, and an artist, came into the classrooms to teach the children about their areas of expertise. Teachers developed objectives for each phase. Pre- and posttests were administered to the children. Evaluation forms, lists of materials and activities, program outlines, and a letter to parents are included in the appendices. (PCB)

Descriptors: Art Education; *Community Involvement; *Community Resources; Environmental Education; Health Education; *Kindergarten; Nutrition Instruction; *Outreach Programs; *Primary Education; Safety

---

ED318550 PS018732

Unifying Faculty, Staff, Students, and Community by Establishing and Implementing a Unique Vision for a New Elementary School.

Currie, John R.
1990
94p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90
Target Audience: Practitioners

The principal of a newly opened elementary school implemented a practicum study designed to unify faculty, parents, staff, and children; add direction to the program; develop a sense of purpose; and increase participation. It was expected that a vision statement would be developed in the school's first year of operation, and that parents and staff would join in planning experiences to maximize the program's effectiveness. The vision statement focused on a supportive school environment, and offered the guarantee that every participating child would complete the program knowing and believing that he or she was loveworthy and capable. In an effort to obtain results on teachers, parents, and students, a needs assessment was conducted; the diversity of children and teachers was assessed; and climate surveys were administered. Practicum evaluation data indicated that objectives were, for the most part, accomplished. Daily attendance and honor roll participation were high. Discipline data reflected a low referral rate, and an exceptionally low rate of aggressive behaviors. It is concluded that a strong vision appears to have several positive effects. Ten appendices provide related material, including the vision statement, a 28-item bibliography for teacher in-service, and newspaper articles on the program. Cited are 24 references. (RH)

Descriptors: Administrator Role; *Cultural Influences; *Educational Environment; Elementary Education; *Family School Relationship; Leadership Responsibility; Organizational Climate; Parent Role; *Principals; *School Orientation; School Policy; School Support; Student Role

Identifiers: *School Culture; *School Unity

ED318549 PS018729

Development of a Child Care Resource and Referral Agency in a Corporate Eastern Metropolitan Area.

Teitz-Hornyak, Kathleen A.
1990
33p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90
Target Audience: Practitioners

A practicum study was planned and implemented by a working mother for the purpose of developing a child care resource and referral agency in an eastern metropolitan area. The objective of the practicum was to increase the number of child care referrals available to working families by 10 percent over a 10-week period. Of the 110 surveys mailed to businesses in the area, 30 percent were returned. Child care facilities were visited in an effort to gather information about their characteristics. In addition, 600 licensed child care facilities were mailed surveys concerning general facility information, staff qualifications and training, space, and children's programming. Of the 600 facilities, only 27, or 4.50 percent, returned surveys. Implementation efforts resulted in the entry of only 45 of 600 child care facilities into a data base for child care resource and referrals. It was

(cont. next page)

concluded that the low number of responses to the child care survey was responsible for the failure to meet the practicum objective. (RH)

Descriptors: *Day Care; Early Childhood Education; *Information Services; *Program Development; *Program Effectiveness; *Program Implementation; Questionnaires; *Referral; Surveys

Identifiers: *Agency Development

ED318498 JC900208

Determining the Relationship of Nursing Test Scores and Test Anxiety Levels before and after a Test-Taking Strategy Seminar.

Carraway, Cassandra T.
Jun 1987
46p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIESEP90
Target Audience: Practitioners

A study was conducted to determine whether participation in a test-taking strategy seminar significantly decreased test anxiety in first-year nursing students. The study also sought to compare nursing test scores of first-year nursing students who participated in the seminar with those who did not. The sample consisted of 30 first-year nursing students enrolled at a Southern California community college. Experimental and control groups were randomly drawn. A Test Anxiety Inventory (TAI) was administered to the control and experimental groups prior to and after taking the 3-hour seminar on test-taking strategies. Each nursing student completed two nursing tests prior to the first TAI and two nursing tests after the second TAI. The scores were analyzed and compared for both the experimental and control groups. The experimental group, only, attended a test-taking strategy seminar 1 week after completing the first TAI; the second TAI was administered to both groups 1 week after the seminar. The study found that the nursing students who participated in the test-taking seminar had significantly lower test anxiety levels and significantly higher nursing test scores than those who did not participate. (The mean nursing test score prior to the semester was 81.20 for the experimental group and 80.13 for the control group, indicating a similar sample population.) A 36-item bibliography, the Test-Anxiety Instrument and the test-taking strategies covered at the seminar are appended. (WJT)

Descriptors: Community Colleges; Nursing; Nursing Education Program Effectiveness; Scores; Seminars; *Test Anxiety; *Test Wiseness; Two Year Colleges

---

ED318435 IR014342

Providing Practical Applications of Computer Technology for Fifth Grade Students in Career Awareness Laboratories.

Pereno, Joan S.
1989
113p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90

This practicum addressed the problem of providing practical computer application experiences to fifth grade students as they relate to real life work situations. The primary goal was to have students become cognizant of computer functions within the work setting as contrasted with viewing computer activities as instruments used for games or academic drill. Two hundred and seventy students in six schools participated in the practicum implementation. They performed work-related activities on computers in the career areas of cashier, teacher, secretary, receptionist, fingerprint technician, and restaurant manager. A survey identifying jobs and computer processes was given as a pre- and posttest. Responses were elicited from students to an open-ended questionnaire concerning computers upon completion of the activities provided in the practicum. The results were positive; 267 students completed four or more computer activities used in the implementation and 259 students showed improvement in the recognition of jobs and computer processes. The open-ended questionnaire reflected positive attitudes toward computers on behalf of the total group. All objectives of the practicum were successfully met and the final results exceeded the anticipated practicum goals. (16 references) (Author/GL)

Descriptors: *Career Awareness; *Computer Assisted Instruction; *Computer Literacy; Grade 5; Instructional Development; Intermediate Grades; Pretests Posttests; Questionnaires; *Student Attitudes; Work Sheets

---

ED318319 HE023352

Strategic Thinking about Institutional Direction.

Eaton, Donald R.
1989
92p.; Seminar paper, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Kansas
Journal Announcement: RIESEP90
Target Audience: Administrators; Practitioners

Three papers, written as part of a seminar on governance and management in higher education, analyze the current situation and potential for development of MidAmerica Nazarene College in Springfield, Missouri. The first paper, "Governance and

(cont. next page)

Governance Processes at MidAmerica Nazarene College," outlines the governance structure of the college and also explores the role of human motivational factors and both external factors (e.g., decline in number of traditional age students) and internal factors (e.g., communication problems centering on financial pressures) in college governance. Appendixes include the college mission statement and organizational charts. The second paper is titled "Strengths, Weaknesses, Opportunities, and Threats Analysis for MidAmerica Nazarene College". The first part provides an audit of: planning, research, and evaluation; enrollment, retention, and financial aid; primary degree programs; support programs; human resources; financial resources; and reporting and outcomes. The second part looks at opportunities and "threats" concerning demography, the social context, economic trends, technological advances, government trends, and value shifts. Appendixes provide statistical detail and trend analysis. The third paper, "Strategic Planning Scenarios for MidAmerica Nazarene College," offers "alternative scenarios" for strategic planning and presents a "preferred" scenario and action plan which would shift the direction of the College to more minority education. Contains 13 references. (DB)

Descriptors: *Church Related Colleges; *College Governing Councils; *Governance; Higher Education; *Long Range Planning Minority Groups; Postsecondary Education as a Field of Study; *Trend Analysis

Identifiers: *MidAmerica Nazarene College KS; *Strategic Planning

ED318313 HE023301

Graduate Education and Faculty/Staff of the Small Religious College: How Well Does Nova University's Programs for Higher Education Meet the Need?

Carlson, Daniel
Nov 1989
31p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90
Target Audience: Administrators; Practitioners

This study evaluated the appropriateness of the Program in Higher Education offered at Nova University (Florida) for persons employed in full-time staff positions in religious colleges and universities. Current students (N=28) and six graduates were surveyed and a 60% return rate was obtained. Analysis of survey results indicated: (1) very high levels of satisfaction among both students and graduates; (2) both groups reaffirmed the key elements of Nova's program including the field-based design, the lack of a residency requirement, and the emphasis upon practical application of learning; and (3) both groups were willing to recommend the program to colleagues and friends. This report describes the employment context of the religious college, the characteristic difficulties faced by staff members of such institutions in seeking graduate education, and some of the benefits offered through field-based study. Faculty of higher education institutions with religious affiliations are encouraged to investigate graduate studies at Nova and other such institutions which offer field-based and otherwise unconventional programs designed to meet a wide range of student needs. (DB)

Descriptors: *Church Related Colleges; Degree Requirements; *External Degree Programs; *Graduate Study; Higher Education; Part Time Students; *Postsecondary Education as a Field of Study; *Student Attitudes

Identifiers: *Nova University FL

ED318173 EC230575

Improving Literacy Experiences of At-Risk Kindergarten Children through a Teacher Education Workshop.

Kirby, Maxine R.
8 Oct 1989
90p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90
Target Audience: Practitioners

The goals of this practicum were to help teachers of at-risk kindergarten children become more knowledgeable of developmentally appropriate practices for 5-year-olds, and to research, define, and translate appropriate literacy development theory into practical application strategies for teachers. A needs assessment survey was developed and administered to six kindergarten teachers. Subsequently, a staff development program was conducted, teachers were monitored and assisted, and follow-up meetings were held. In the staff development workshop, three strategies were proposed to increase literacy development: the whole language approach, shared reading, and a modified language experience approach. Based on workshop information presented, teachers were to select and implement at least one appropriate literacy development strategy. The teachers chose to utilize an adapted whole language approach. Analysis of practicum evaluation data indicated that both teachers and students benefited from the program. Survey questionnaires, checklists, forms, and 35 references are appended. (JDD)

Descriptors: At Risk Persons; Developmental Stages; *Inservice Teacher Education; Kindergarten; *Language Handicaps; Primary Education; *Reading Instruction; Teaching Methods; *Whole Language Approach; *Writing Skills

DIALOG File 1: ERIC _ 66-92/FEB.

ED317969 CS010017
Increasing the Reading Achievement of First Graders through School Psychologist, Teacher, Parent and Peer Collaboration.
Gegen, Louis
1990
155p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90

To increase the reading achievement of a group of first grade students expected to experience reading difficulties during their first grade year, a practicum study involved the collaboration of a school psychologist with teachers, parents, and fifth graders (in cross age tutoring) to provide services emphasizing holistic, literature-based approaches directly to first graders. Twelve first grade students from a basically rural community in Florida participated in the year-long program of weekly interventions involving assessment of instant word recognition from students' basals, reading aloud, writing activities, and high-interest, low-level take-home books, with the school psychologist and with fifth grade tutors. Regular contact with teachers and parents was maintained to monitor students' progress and discuss strategies for reading skill improvement. Results suggest that the goal of the practicum was partially achieved. (Two tables of data are included. Forty-five references and six appendixes, containing examples of practicum materials and lists of books used, are attached.) (SR)

Descriptors: *Beginning Reading; Counselor Teacher Cooperation; *Cross Age Teaching; Early Intervention; Grade 1 Grade 5; Parent Participation; Peer Teaching; Primary Education; *Reading Difficulties; *Reading Improvement; Reading Instruction; *Reading Strategies; School Psychologists
Identifiers: *Collaborative Teaching; Florida

ED317940 CG022459
Development of a Profile of Entering Students at Practical Bible Training School as a Tool for Academic Advising.
Kroll, Ronald C.
Mar 1990
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP90

A profile of new students at a Practical Bible Training School (PBTS) was developed for the fall 1989 semester. American College Testing/Scholastic Aptitude Test scores, high school and college grade point averages (GPAs) and percentile ranks, college credits and degrees earned, years and grades in high school subjects, and placement scores in Bible and reading were taken from academic records for each student. A questionnaire completed by each new student (N=63) provided information about academic program, off-campus residency, sex and marital status, minority status, size of high school graduating class and home community, type of high school and high school program, participation in extracurricular activities, financial resources for college, family support for the decision to attend college, level of parents' education, and student predictions about first semester GPA and persistence. These factors were combined into an overall profile, characterizing PBTS students as single, non-parent, white, and dormitory residents, with parents or spouse approving of the decision to attend PBTS. Most were also male, between the ages of 18 and 19, out of high school or a previous college program for less than 1 year, residents of New York state, and planning to work while in school. Only 10 percent were attending college without their family's moral support. (IE)

Descriptors: *Academic Advising; *Church Related Colleges; Cohort Analysis; *College Students; Higher Education; *Profiles; Religious Education; *Student Characteristics; *Student Records
Identifiers: Practical Bible Training School

ED317926 CG022445
Improving the Performance of Social Workers during Multi-Disciplinary Team Case Reviews of Delinquent Adolescents through Public Posting and Verbal Feedback.
Carbone, Vincent J.
1990
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90

This practicum was implemented to improve the rehabilitation planning skills of social workers in a juvenile correctional facility. The goal was to increase social workers' discussion of all relevant rehabilitation planning data during multi-disciplinary team meetings (Case Review Committee). A related objective was the overall improvement of rehabilitation services. The program director of the institution requested that the supervisors of the social workers record their subordinates' performance at each Case Review Committee meeting. The supervisors (cottage managers) were requested to record the percentage of required documents brought to the meetings by the social workers and the percentage of documents discussed. The cottage managers provided verbal feedback immediately following each social worker presentation. In addition, the weekly results were publicly posted in the Program Department office on a graph representing individual performance. The results indicated that a substantial improvement in social worker performance had occurred. All social workers demonstrated improvement in

(cont. next page)

the number of required documents brought to the meeting and their discussion of each. Anecdotal reports by other staff and independent evaluators corroborated the improved rehabilitation services. (Author/ABL)

Descriptors: Correctional Institutions; *Counselor Performance; Delinquency; Delinquent Rehabilitation; *Planning ; *Rehabilitation Counseling; *Social Workers; Supervision

Identifiers: *Case Review Systems; Casework Evaluation

ED317554 TM014569

A Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.

Box, Wilford Winston; Barrett, Anita G.

Oct 1989

57p.; Ed.D. Practicum, Nova University.

Available from: Wilford Box, 208 Echo Valley Dr., Del Rio, TX 78840-2111 ($10.00; 10 copies or more: $8.00 per copy).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG90

A study involving two groups of students enrolled in two concurrent 16-week terms of a course taught at two Southwest Texas Junior College campuses compared the effects of traditional and non-traditional testing. The traditional approach consisted of typical individual testing, while the non-traditional approach involved group testing (i.e., two students collaborating on one test instrument). The anxiety level of each group was assessed within the design of the investigation. Subjects included 26 students in the traditional group and 20 students in the non-traditional group; the course in both cases covered principles of management. Results indicate that: (1) anxiety levels were lower among students taking group tests, and (2) reduced anxiety levels influenced the students' test performance. Three data tables and two bar graphs are included. The 37-item anxiety level pretest with grading key, the 37-item anxiety level posttest with grading key, an article on tandem testing, and an article on the Partnership Exam are appended. (TJH)

Descriptors: Comparative Testing; *Group Testing; *Individual Testing; Pretests Posttests; *Test Anxiety; Two Year Colleges; *Two Year College Students

Identifiers: Southwest Texas Junior College

ED317363 RC017468

Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?

Harper, Virginia H.

Dec 1983

50p.; Requirements for M.S., Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG90

Vocational cooperative education programs have a definite position in a comprehensive high school curriculum; however, concern has been expressed regarding whether students can fulfill academic requirements for graduation. The Raise Academics in Secondary Education bill in Florida requires more academic courses for graduation. In order for vocational cooperative programs to survive as electives in the curriculum, close attention and surveillance must be given to enforce existing attendance and grade average guidelines. Vocational cooperative programs are meant to enhance and broaden student learning, but the growing problem has been that the work programs overshadow the remainder of the curriculum, taking priority over attendance of regularly scheduled required courses, resulting in loss of credit, poor attitudes, and possibly discipline problems. A program was developed in a rural central Florida high school to address these problems through careful monitoring of class and work attendance. The objectives of this study were (1) attending required classes with at least a 90% attendance record; (2) maintaining a C or better grade point average; (3) improving student attitudes toward academic studies thereby improving faculty relationships with the cooperative programs. Appendices include (1) Student and Parent Agreement Form; (2) Vocational Coop Program Survey for students; (3) Vocational Coop Program Survey for Faculty; (4) Absence/Tardy Policy; (5) Weekly Grade Report Form; and (6) Vocational Coop Individual

(cont. next page)

Student Profiles. A bibliography is included. (ALL)

Descriptors: Academic Standards; *Cooperative Education; Core Curriculum; Credits; Elective Courses; English for Academic Purposes; *Graduation Requirements; High Schools; *Required Courses; School Attendance Legislation; *Vocational Education; *Work Experience Programs

Identifiers: Florida; RAISE Bill (Florida)

ED317325 PS018730

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.

Lombardo, Kathy A.
1990
61p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG90
Target Audience: Practitioners

The director of the child care and services program of a New England hospital designed and implemented this practicum for the purpose of expanding child care services for children of hospital employees and residents of communities around the hospital. The primary goal was to increase the number of quality child care slots in the area. A second aim was to increase consumers' knowledge of the child care services available. To attain these goals, a training program for family day care providers was developed; potential family day care providers were recruited; training classes were conducted; expert guest lecturers were recruited; a resource library for providers was established; site visits were conducted; family day care homes were evaluated; and a resource and referral system was established for the purpose of connecting parents with family day care providers. Practicum outcomes were positive. Training sessions proved to be positive for the potential family day care providers. All training participants who tried to receive day care registrations from the State Department of Human Resources did so. Of the 23 participants, 4 pursued registration and provided care in three separate towns, thus adding 36 child care slots in the vicinity of the hospital. Related materials are appended. (Author/RH)

Descriptors: *Child Caregivers; *Community Information Services; Day Care; Early Childhood Education; *Family Day Care; *Fringe Benefits; *Hospitals; *Inservice Teacher Education; Program Evaluation; Referral

ED317323 PS018727

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.

Nichols, G. Jeane
1989
122p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG90
Target Audience: Practitioners

A director of elementary education at a Chapter 1 school in a Southern, urban community designed and implemented a practicum study intended to expose disadvantaged kindergartners to stories and books. The primary goal was to stimulate the children's interest in books and desire to read. A second aim was to expand the scope of the practicum to include story activities that could be done at home so that parents could become actively involved in their children's learning. To accomplish these aims, story books were solicited from publishers; a reading center was established; pre- and posttest preschool readiness inventories were administered to participating children; and parents met to share ideas at a mid-practicum meeting. Results were favorable. Analysis of data revealed that storytime sessions, field trips, and times for sharing were positive for children, parents, readers, and staff. Parents indicated that the tips for parents, the sessions for sharing, the books, and the story tapes helped them and their children. All 20 participating children made significant progress. Of the 20 parents, 17 reached the projected goal for active involvement with their children's learning experiences. A total of 57 references are cited. Related materials are appended. (Author/RH)

Descriptors: Disadvantaged Youth; *Enrichment Activities; *Home Study; *Kindergarten Children; *Learning Centers (Classroom); *Parent Participation; Primary Education; Reading Programs; Reading Readiness; Screening Tests; *Story Reading; Test Construction

ED317306 PS018701

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.

Wallace, Yolanda Gayles
1990
82p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG90
Target Audience: Practitioners

A volunteer program coordinator developed and implemented an 8-month practicum study that provided opportunities for interaction between 20 elderly adult tutors--residents of 2 senior citizen facilities--and 37 fourth-, fifth-, and sixth-grade students at five elementary schools in low- and middle-class metropolitan black communities. The tutoring program aimed to improve students' basic skills in reading

(cont. next page)

comprehension, vocabulary, or mathematics. Practicum goals were to modify the existing model of the intergenerational tutoring program according to the needs of the communities involved and to implement the program in numerous ethnic communities. Staff development sessions for senior citizen tutors were held. Training focused on tutoring strategies and procedures for building skills. Tutors were expected to use suggested techniques and materials in their tutoring sessions and to provide weekly feedback to the program supervisor. An enrichment component which included activities planned around seasonal events was introduced. Program evaluation data indicated that the seniors experienced increased life satisfaction, provided students with additional opportunities for school success, and helped develop students' positive self-concepts. Students grew in areas in which they were tutored. Plans are in progress to duplicate the program in the remaining three Department of Aging and Disability facilities. Numerous survey forms used in the project are appended. (RH)

Descriptors: *Basic Skills; *Blacks; *Elementary School Students; Intermediate Grades; *Older Adults; Program Effectiveness; Program Implementation; *Tutorial Programs

Identifiers: *Program Duplication

ED317233 JC900181

Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.

Rochlin, Joyce T.
Dec 1989
34p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG90
Target Audience: Practitioners

A study was conducted to identify the long-range goals of students at Essex Community College (ECC) and Catonsville Community College (CCC) in Maryland to determine whether transfer students represented a dominant cohort in these institutions. Age, gender, and attendance patterns were also examined as functions of long-range goals. A questionnaire was distributed to 230 students enrolled in Psychology 101 courses at one of the two colleges. The study revealed no significant differences between the long-range goals of males and females, or between students attending school during the day or in the evening. Other findings included the following: (1) self-motivation was the strongest influence on students' decisions to attend college; (2) for students under the age of 25, only 13% were attending college because of parental influence; (3) location, program, and financial considerations were the strongest influences on college choice; (4) 94% of the respondents lived within a half-hour commute of their college; (5) 27% of the respondents had sole responsibility for financing their education, 38% were assuming some of these costs, and 35% were supported by their parents; (6) 24% of the respondents planned to complete their education "a little at a time," 7% were taking courses of interest only, and 69% planned to complete their education "as quickly as possible"; and (7) 75% indicated that their primary goal was "entry into a four-year college," 17% were more interested in "immediate entry into a career," 4% were attending college to "update skills," and 4% were attending for "self-enrichment." The survey instrument is attached. (WJT)

Descriptors: Age; College Choice; Community Colleges; Day Students; Evening Students; Females; Males; *Student Characteristics; *Student Educational Objectives; Student Motivation; Two Year Colleges; *Two Year College Students

---

ED317197 IR014287

Initiating the Use of a Microcomputer Database in an Elementary School Setting.

Vitchoff, Lorraine G.
1989
92p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEAUG90

This practicum was designed to initiate the use of databases in an elementary setting. The primary goal was to establish a workable method to incorporate the use of databases and instruct teachers on how to use a sophisticated computer application. The peripheral goal was to transmit the newly-learned skills of the teacher to the students. A monitoring checklist was used to obtain pre-training data on teachers' knowledge of databases. Teachers were then exposed to a variety of databases and were encouraged to develop their own uses. A post-training checklist was then administered. Students were also instructed on how to use databases. Objectives for the teachers were to define the word "database"; create a database and use the various functions (including sorting, arranging, selecting, printing, and copying); and demonstrate the use of a database for classroom instruction. The objective for students was to define "database" and demonstrate the ability to execute the find, arrange, and select commands. Data are presented in the form of seven tables and six figures. Analyses of the data revealed that 100 percent of the participants met the majority of the behavioral objectives. Appendixes include the faculty and staff person surveys and their results, checklists used for pre- and post-monitoring of teachers and students and their results, a calendar of activities for the project, workshop agendas, a sample lesson plan, and the post-training and implementation survey and its results. (26 references) (Author/GL)

Descriptors: *Computer Assisted Instruction; *Computer

(cont. next page)

Literacy; *Databases; Elementary Education; *Elementary School Students; *Faculty Development; Instructional Development; Microcomputers

ED316970 EC230026
Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
LaCoste, Linda D.
1989
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG90
Target Audience: Practitioners; Policymakers

A high percentage of youths adjudicated by juvenile courts show neurodevelopmental abnormalities and suffer from significant learning problems and academic underachievement. Judges, lawyers, and those involved in the delivery system of the courts exhibit a lack of knowledge about students' school histories and psychological evaluations. This practicum sought to enhance cooperation between the public school system and the juvenile justice system so that special placement consideration would be implemented for youths with special problems. Specifically, the practicum provided information to a juvenile judge, with parental consent, about the youths' academic background and/or handicapping conditions before sentencing so that possible alternative placements might be considered. The information conveyed to the judge included demographic information, intelligence quotient, school history, and psychological information. An in-service training session was provided to the judge and other City Court staff, concerning handicapping conditions and their relationship to behavior. Analysis of practicum results revealed that 25.5 percent of the 247 juveniles arraigned in 3 months alone in 1989 had handicapping conditions and that of the handicapped group, 20.2 percent were considered for alternative placement and 5.2 percent were not. Results also indicated that the judge felt the information provided was helpful to him when considering placement. 27 references. (JDD)

Descriptors: Agency Cooperation; *Behavior Disorders; Court Judges; *Court Litigation; *Delinquency; Elementary Secondary Education; Inservice Education; *Juvenile Courts; Legal Problems; *Placement; Punishment; *Sentencing

ED316840 CS009971
Reading Remediation: The Individualized Manpower Training System (IMTS) as a Viable Alternative.
Gross, Marshall
Jun 1984
47p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG90

This program was developed and implemented to help students in the secondary school vocational area raise their reading test scores and reading comprehension through the use of the Individualized Manpower Training Systems (IMTS) lab. The program's aims were to increase the reading comprehension percentage scores on major tests and to assist the students in the successful completion of vocational education classes. The program consisted of the following activities: pretesting students in reading comprehension from a selection of the Stanford Achievement Test, placing low-level language arts students in the IMTS program instead of a regular tenth grade English class, monitoring progress throughout the semester, making mid-course corrections as necessary, testing on regular vocational course material under normal classroom conditions, posttesting to measure gains in grade levels in language arts, and comparing subject test scores with those of non-IMTS participating students. Thirty-five of the 37 students in the test group showed marked improvement and average gains of (1) reading: +1.35 years; (2) language arts: +11 months; and (3) mathematics: +1.4 years. Results indicated overall success, with 35 students raising their reading comprehension skills 10% and 34 students passing their vocational education classes. (Six tables of data are included in the appendixes and 17 references are attached.) (MG)

Descriptors: English Curriculum; High Schools; High School Students; Language Arts; Low Achievement; Mathematics; Reading Ability; *Reading Comprehension; *Reading Improvement; Reading Research; Reading Skills; *Remedial Reading; Vocational Education
Identifiers: Stanford Achievement Tests

ED316822 CG022374
An Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
Yanossy, William J.
Jun 1986
42p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG90

A survey of teachers and students at a high school located in a small city within an argicultural district indicated the need for school administration to seek solutions and strategies for the problem of excessive discipline referrals among ninth graders. A target group of high-risk students (N=20) was identified with chronic discipline problems. The target group revealed that most students were disinterested in school and had failing grades. A humanistic approach was used with the target group. Implementation included parent

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

conferences, home-school contracts, study halls with peer tutors, administrative counseling and praise, assertive discipline, and reducing the avenues for disruptive behaviors over a period of 10 weeks. A post-survey and individual reports indicated positive results. A faculty survey indicated a 2% decrease in discipline referrals from high academic classes and an 11% decrease in the basic classes with respect to discipline referrals. The number of students referred to the alternative program was reduced by 35%. The student survey showed a 20% increase in positive peer influence and a 25% increase in the target students' attitudes towards school. (Author/ABL)

Descriptors: *Discipline Problems; *Grade 9; *High Risk Students; High School Freshmen; High Schools; *Intervention; *Program Effectiveness; *Referral; Student Problems

ED316323 PS018610

Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.

Stewart, Ruth L.
1989
99p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL90
Target Audience: Practitioners

A preschool director designed an outdoor playground for 115 infants, toddlers, and preschoolers attending an early childhood center operated by a graduate theological seminary. Based on a review of the relevant literature on different aspects of outdoor play, the design reflected a playground that: (1) integrated outdoor play area with indoor curriculum; (2) invited children to participate in spontaneous play with many choices of activities; (3) allowed children opportunities for creativity; (4) provided stimulation for children to explore and expand their experiences; and (5) contributed to the child's total development. Additionally, the design met long-term planning guidelines and cost limits and was approved for implementation over a period of 3 years at a cost of approximately 10,000 dollars per year. Using Lavell and Harmes' (1985) "Playground Improvement Rating Scale (PIRS)," the design was evaluated in terms of activities and equipment, safety and health, organization of the play area, variety of play surface, and surrounding environment. Evaluation results indicated that the playground design met 95 percent of the criteria in the measured areas. The report of action taken during the practicum discusses steps taken to attain objectives, difficulties encountered, and steps taken for problem solution. Over 40 references are cited and related materials are appended, including a map of the playground design and instruments, especially the PIRS. (RH)

Descriptors: *Day Care Centers; Early Childhood Education; Educational Environment; *Educational Facilities Design; *Educational Finance; Facility Guidelines; *Facility Improvement; Infants; Parochial Schools; *Playgrounds; Preschool Children; *Standards; Toddlers

Identifiers: Developmentally Appropriate Programs

ED316322 PS018609

Improving the Language of Day Care Teachers Through On-Site Support.

Barry, Eleanor
1990
141p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL90

A day care program director designed and implemented a practicum to improve the skills of day care teachers who were not effectively fostering language development in their classrooms. Classroom observations revealed that children attending the centers seldom asked or answered questions, used few complex sentences, and only rarely used language playfully. Although teachers usually responded to children's needs for attention and information, the language they directed to children was characterized by a large number of commands. Virtually no use of such techniques as extention and expansions was found. Practicum goals were to identify, develop, and implement program activities and practices that improved the over-all quality of the language environment. Intervention efforts focused on promoting language-enriched experiences for children, on-site support to teachers, recording of teacher-child conversations, and group learning activities for teachers. At the end of the intervention, classroom discourse had improved significantly, but teachers' use of nurturing language improved only slightly. The use of enriched activities that stimulate language increased. All teachers at the end of the practicum showed evidence of a greater capacity to integrate and apply the knowledge and skills that support a positive language environment. Fifty references are cited and related materials are appended, including instruments, data, and forms for teachers. (RH)

Descriptors: Child Caregivers; Classroom Environment; *Communication Skills; *Day Care; Early Childhood Education; Inservice Teacher Education; *Language Enrichment; Program Effectiveness; *Program Improvement; Questionnaires; *Teacher Improvement; *Teaching Methods

ED316271 JC900121

A Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.

Word, Miriam F.
Jan 1990
60p.; M.S. Practicum, Nova University.

(cont. next page)

EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL90
Target Audience: Teachers; Practitioners

In 1989, a project was undertaken to improve the student success rate in a writing course (Communications I) at a Florida multi-campus institution. Of the 489 students who had taken the course, 18% were unsuccessful in completing it in one semester. Three observed student behaviors which contributed to poor writing performance were an inability to stay on task, frustration caused by the inability to communicate thoughts, and lack of competent writing techniques. The target group was a Communications I class of 17 students enrolled in fall 1989. The instructional approach used, entitled "Type-Writing," was designed to account for each student's preferred learning style, as identified by the Myers-Briggs Type Indicator. The target group was tested using a pre-writing assignment to determine writing skill level, a pre-writing awareness survey, and the Myers-Briggs Type Indicator. The students were identified as having S type characteristics (linear learner) or N type characteristics (global learner), or both. Tasks during the semester involved grammar reviews, development of awareness of S and N characteristics, cooperative learning, improving research skills, and writing assignments. Students were retested at the end of the 12-week semester, and results were compared. Results included the following: (1) all 17 students improved in all writing skill areas; (2) students became aware of their individual writing approaches; (3) all students passed with a grade of C or better; and (4) 10 of the 17 students showed improvement in the writing awareness survey. Appendixes contain the instructor survey, pre- and post-writing assignments, the student writing awareness survey, information on a student self-critique activity, an instructor check sheet used for grading assignments, and Myers-Briggs Type descriptions. (WJT)

Descriptors: Academic Achievement; Community Colleges; Surveys; Two Year Colleges; *Writing (Composition); Writing Apprehension; *Writing Difficulties; Writing Evaluation; Writing Exercises; *Writing Improvement; *Writing Instruction *Writing Skills

ED316149 HE023274

Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.

Harrell, Brenda McCane
Jul 1987
42p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL90

A practice laboratory for writing nursing care plans to be utilized by first-year nursing faculty members was developed. Six first-year instructors of the Long Beach City (California) College Associate Degree Nursing Program were the participating panel of experts. A thorough literature review was conducted to obtain guidelines for writing nursing care plans. Each step in the process of developing the practice laboratory was presented to the experts for review, and materials were revised in accordance with their recommendations. The learning activities were also developed from the content taught in the courses, Homeostasis, Major Health Problems, and Developmental Levels. Recommendations included: the practice laboratory be used in the spring of 1988; the curriculum be evaluated to incorporate practice laboratories for writing nursing care plans in the second-year of the nursing program; provisions be made for validating the use of the practice laboratory after one year; and review of the curriculum be made to determine if the laboratory could become a credit course. The nursing care plan and skills laboratory are appended. Tables are included. The document contains 23 references. (SM)

Descriptors: College Faculty; *Curriculum Development; Curriculum Guides; *Educational Planning; Health Services; Higher Education; *Laboratory Training; Nursing; *Nursing Education; Student Teaching

ED315966 EC222719

Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.

Desselle, Maxine
19 Jul 1989
110p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEJUL90

The practicum attempted to decrease inappropriate referrals to special education from parents and elementary teachers at a Louisiana elementary school through inservice training for teachers (N=19) and parents (N=43). Training focused on: (1) improving teachers' recognition of characteristics of attention deficit disorder (ADD) and learning disability (LD), (2) improving elementary teachers' general knowledge of intervention techniques for the ADD child in the classroom, and (3) improving parents' recognition of characteristics of ADD and management techniques in the home. Inservice training for teachers was conducted in groups and in dyads. Parents also received training in both large and small groups. Results indicated that both teachers and parents increased their understanding of LD and ADD characteristics and behavior management techniques as measured by pre- and post-intervention measures. In addition, after training, both

(cont. next page)

teachers and parents were better able to differentiate between appropriate and inappropriate referrals using sample cases. The appendixes include a job description referral and screening forms, Louisiana evaluation timelines, a definition of "exceptionality," the required components of the individual evaluation, a listing of inappropriate referral concerns, eligibility requirements for learning disabled and attention deficit disorder, and the evaluation instruments used in the study. Approximately 35 references. (DB)

Descriptors: *Attention Deficit Disorders; Behavior Change; Child Rearing; Classroom Techniques; Elementary Education; Eligibility; *Handicap Identification; *Inservice Teacher Education; Knowledge Level; *Learning Disabilities; *Parent Education; *Referral

Identifiers: Louisiana

ED315962 EC222713

Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.

Hollaway, Becky L.

1989

77p.; Ed.D. Practicum Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL90

Target Audience: Teachers; Researchers; Practitioners

This study conducted in a midwestern city, addressed problems experienced by learning disabled (LD) students in recalling specialized science and social studies vocabulary. This apparent problem was confirmed by a teacher questionnaire and analyses of types and frequency of test errors on recent exams. Students appeared unfamiliar with memory strategies as a means to enhance vocabulary recall. Previous production deficiency studies had suggested the teaching of mnemonic strategies and imposition of other organizational strategies as successful solutions to vocabulary recall problems in LD children. Lists of selected key terms from each content area and grade level were created, and on single sheets of paper a keyword was illustrated interacting with the meaning or attribute of the term. These sheets were used in training sessions, and students' understanding of the terms tested. Results indicated the program was effective, with LD students in the 85-116 IQ range showing both clearest ability to use the keyword system and commensurate benefits. Interviews with students showed heightened awareness of the relationship of mnemonic aids to improved recall. The teacher questionnaire and student strategy interview format are appended. Contains 46 references. (PB)

Descriptors: Elementary Education; *Learning Disabilities; Learning Strategies; *Memory; Metacognition; *Mnemonics; Questionnaires; *Reading Instruction; Reading Strategies; *Science Instruction; Study Skills; *Vocabulary Development

Identifiers: *Keywords; Prereferral Intervention

ED315332 SO020474

Increasing Middle School History Students' Performance through the Implementation of a Museum Curriculum.

Bates, Donald L.

1989

200p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN90

The Student Museum and Center for the Social Studies was established in the community where this practicum was conducted in the 1985-1986 school year, as a part of the county school system. Two years were spent refurbishing the existing building and building exhibits. However, no curriculum existed for the full utilization of these exhibits. Eighth-grade students visited the museum with little or no preparation, few planned activities, and no follow-up to the visit. The exhibits did not formally enhance the existing eighth-grade curriculum, and thus many teachers chose not to participate. Also, the museum did not enhance any of the required objectives or units contained in the county curriculum guide or state requirements. The goals of the practicum were: (1) to enhance students' ability to successfully accomplish district and state requirements in social studies; (2) to establish a museum in-service program for eighth-grade teachers to promote better utilization of museum facilities; and (3) to enhance the over-all social studies program as it existed in the district. A museum curriculum was implemented, and an in-service program was developed to introduce teachers to the museum program. All of the schools that participated in the program met the objectives of the practicum. Results indicated that a social studies museum curriculum enhanced the students' ability to successfully accomplish local and state requirements, enhanced the over-all social studies program in the district, and led to better utilization of the museum facilities. (Author/JB)

Descriptors: *Curriculum Development; Curriculum Enrichment Educational Facilities; Exhibits; Grade 8; *History Instruction; Inservice Education; Junior High Schools; *Middle Schools; *Museums; Secondary School Curriculum; *Social Studies; *United States History

ED315268 SE051137

Improving the Basic Mathematics Program at Saddleback College.

Sworder, Steven C.

May 1989

221p.; Ed.D. Dissertation, Nova University.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: DISSERTATION (041); EVALUATIVE REPORT (142)

(cont. next page)

Geographic Source: U.S.; California
Journal Announcement: RIEJUN90
This study describes the basic mathematics programs used in, and develops a set of recommendations for, the curriculum at Saddleback College. A survey of the mathematics chairpersons of 105 California community colleges and of the mathematics department faculty was conducted for use in beginning a four-part Delphi exercise. Based on the results of the Delphi exercise it was recommended that the Saddleback College program consist of an optional, tutorial laboratory course and two arithmetic/introduction to algebra courses. One of the latter courses would be directed at those students needing extensive development work in this area and the other would be designed for those needing only a review or those already in possession of a high level of computational skills. Cost analysis for the recommended system was reported. Learning environment surveys, the Delphi questionnaires and results, and material for program cost analysis are provided in appendices. (Author/YP)
Descriptors: *College Mathematics; Community Colleges; Cost Estimates; Decision Making; *Delphi Technique; *Demography; *Educational Environment; Higher Education; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Opinions; Surveys; Two Year Colleges
Identifiers: *Saddleback College CA

ED315183 PS018577
Improving Basic Language Skills of Limited English Proficient Kindergarten Children.
Trute, Joy W.
1990
84p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90
A kindergarten teacher implemented a 10-week practicum study designed to enhance the English acquisition of 38 limited English proficient kindergarten children. Primary goals of the study were to: (1) narrow the learning gap between the English speaking children and the limited English proficient children; and (2) develop language skills the children would need in first grade. To attain these goals, pretests and posttests were designed and administered to assess students' English comprehension. Test items were related to prescribed kindergarten objectives. In addition, whole language experiences were developed; literature was selected; sixth-grade peer teachers were recruited; and communication with students' families was established. Practicum evaluation data indicated that outcomes were positive. Students improved in their English comprehension. Many staff members expressed interest in whole language strategies and came to observe classroom activities. Pretests and posttests, and a resource list of 42 books for shared reading and other resources, are appended. Nearly 30 references are cited. (Author/RH)
Descriptors: *Basic Skills; Curriculum Development; *English (Second Language); Ethnic Groups; Haitians; Hispanic Americans; *Immersion Programs; Immigrants; Kindergarten; *Kindergarten Children; *Limited English Speaking; Parent Teacher Cooperation; Peer Teaching; Pretests Posttests; Primary Education; Second Language Instruction; *Whole Language Approach

ED315182 PS018576
Implementation of a Program for Teaching Conflict Resolution Strategies in a Primary Classroom.
Bastianello, Sandra
1989
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90
An experienced primary school teacher designed a practicum to teach conflict resolution strategies to 20 second and third grade students in a suburban private school outside a large city in the southeastern United States.The main goal was to train students in prosocial skills so that they could resolve their conflicts with classmates peacefully, quickly, and without involving an adult. To achieve this goal, the practitioner: (1) sent a questionnaire to teachers in the school to assess the amount of class time spent in conflict; (2) conducted an observational assessment to gather additional information on the amount of class time expended in disputes; (3) taught conflict resolution strategies to students; (4) oversaw groups who were using the strategies; and (5) presented, with the aid of students, a conflict resolution training workshop for teachers. Practicum evaluation data indicated that the intervention had positive outcomes. The amount of time involved in conflict declined and the use of various prosocial methods of conflict resolution increased. Appendices provide instrumentation, a synopsis of the workshop, and an outline of the conflict resolution process. Approximately 20 references are cited. (RH)
Descriptors: *Classroom Techniques; *Conflict Resolution; *Elementary School Students; Grade 2; Grade 3; Inservice Teacher Education; *Interpersonal Competence; Peer Relationship; Primary Education; *Student Improvement; *Time Factors (Learning); Workshops

ED315106 JC900086
Older Adults: Community College Students of the 1990s.
Craig, Ford M.
Mar 1990
15p.; Ed.D. requirements, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEJUN90

With a declining pool of youth to draw from, community colleges need to be concerned about what can be done to serve the needs of a burgeoning older adult population. Recent research on the educational needs of older adults reveals that they are interested in: (1) information on such personal business and financial topics as social security programs, pensions, consumer problems, and legal assistance; (2) full- or part-time employment in the fast food industry, computer technology, child day care services, telephone solicitations, and other areas; (3) remaining physically fit, mobile, and independent; (4) opportunities for social interaction; and (5) maintaining positive self-esteem and having a sense of purpose and meaning in life. The literature indicates that many community colleges are currently involved in meeting these needs directly and indirectly. Courses and workshops in retirement planning, housing choices, and financial security are common; job training programs especially designed for older adults are available at several community colleges; and efforts have been made at several schools to expand the traditional physical education curriculum and to attract older adults to dance exercise, swim therapy, and other courses that are suited to their needs. Enrollment in any college program, as well as in these specially designed programs can help older adults make social contacts, maintain their self-esteem, and awaken new interests. (WJT)

Descriptors: *Adult Education; *Adult Students; Community Colleges; Course Selection (Students); Literature Reviews; Needs Assessment; *Older Adults; Psychological Needs; Student Interests; Student Needs; Two Year Colleges

ED314922 EC222082

A Neuropsychological Consultation Model Designed To Foster Wholebrain and Cognitive Style-Responsive Instruction for "At Risk" Elementary School Students.

Craney, Thomas J.
1989
169p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90

The practicum was designed to establish a staff development program to help teachers to systematically employ whole-brain and responsive instructional approaches with "at risk" students and to provide the theoretical/conceptual, practical, and experiential knowledge base necessary for program development incorporating cognitive styles. The actual practicum audience was the full teaching staffs of 4 elementary schools, involving more than 70 educators. The practicum: (1) provided target individuals with training in basic neuroscience; (2) promoted an understanding of learning/cognitive styles within the instructional context of the classroom, through a styles self-analysis process; (3) helped teachers develop and employ lessons, instructional strategies, and materials that were responsive to "at risk" students; and (4) provided the knowledge base necessary for cognitive styles program development. The practicum included inservice programming for teachers and support staff, individual cognitive style/preference profiling, coaching, lesson plan development and teaching, and evaluation. Practicum evaluation indicated positive results. Seventeen appendices include support material, evaluation instruments and participant responses. (JDD)

Descriptors: Brain Hemisphere Functions; *Cognitive Style; Elementary Education; *High Risk Students; *Inservice Teacher Education; Learning Strategies; Models; *Neurological Organization; Staff Development; *Teaching Methods
Identifiers: *Whole Brain Learning

ED314785 CS507004

Using the Mass Media to Teach Critical Thinking Skills to High School Students.

Sykes, Sussanne A.
Jan 1986
29p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90

A unit to remediate and teach critical thinking skills was designed and implemented for a class of 24 average ninth graders in a small public high school. The unit's aims were to make available teaching materials and strategies using the mass media as a vehicle, thus providing readily available resources and tools to aid in the teaching of five basic skills. There are currently no set, state-adopted materials designed to facilitate the teaching of these skills. The unit utilized three forms of mass media--magazines, newspapers, television--to serve as teaching aids for teaching critical thinking skills: drawing conclusions, determining stated main idea, recognizing implied main idea, differentiating fact from opinion, and understanding cause and effect relationships. The results showed improvement in four of the above five skills addressed. The fifth skill went unaffected. Two skills were drastically improved. (An appendix of data is attached.) (Author/RS)

Descriptors: *Critical Thinking; Educational Research; Grade 9; High Schools; *High School Students; *Instructional Effectiveness; Media Adaptation; Newspapers; Periodicals; Small Schools; Teaching Methods; Television; Thinking Skills

DIALOG File 1: ERIC _ 66-92/FEB.

ED314748 CS212186
An Intensive Twelve Week Expository Writing Course for Below Average Seniors.
Dunn, Audrey D.
Apr 1984
80p.; M.S. Practicum, Nova University. Appendixes present numerous legibility problems.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90

A study examined the effects of a comprehensive writing program for average and slightly below average high school students on student writing achievement and attitudes. The program aimed to provide remedial instruction to improve writing skills, since 89% of the school's upper middle class population matriculate in some sort of college degree program upon completion of high school. The program, which was taught over a twelve-week period in two Mass Media courses for 50 high school seniors, was divided into two segments: six weeks on paragraph development, with emphasis on organization, content, and mechanics; and six weeks on outlining and organizing two five-paragraph essays. All writing related to the course curriculum and mainly involved a multi-media approach. Pretests and posttests showed statistically significant differences from one test to the other. (Thirty-two notes are included and 38 references are attached, as well as 32 appendixes, containing teaching and evaluation materials and tables of data.) (SR)

Descriptors: *College Bound Students; College Preparation; Course Descriptions; *Expository Writing; Grade 12; High Schools; *High School Seniors; Mass Media; Writing Across the Curriculum; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
Identifiers: Florida; Media Education; Writing Attitudes

ED314736 CS009915
Increasing Middle Grade Students' Motivation To Read Independently through Reading, Writing, and Data Base Programs.
Witry, Susan M.
1989
137p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90

A practicum addressed the problem of a lack of reading motivation among middle grade students. An activity based program for middle grade students which integrated reading, book reports, book presentations, computer programs, and a library skills program was developed. Subjects, 32 fifth grade and 33 sixth grade students enrolled in a computer reading program at a school serving a public housing development located in a large Midwestern city, spent one class period per week engaged in recreational reading activities. Students selected their own books, read them, made a presentation to the class, and completed a follow-up writing assignment on the book. Records of books read and the completed writing assignments were kept in student logs as well as in a computer data base. A library skills program was implemented in the second semester of the school year. Results of student surveys indicated that all of the students: (1) developed a more positive attitude toward independent reading; (2) each read at least 10 books throughout the school year; and (3) became familiar with and knowledgeable in library skills. (Nine tables of data are included; 51 references, survey instruments, the book report form, and student reading log forms are attached.) (RS)

Descriptors: Class Activities; Databases; Grade 5; Grade 6; *Independent Reading; Instructional Effectiveness; *Intermediate Grades; Library Skills; Program Development; *Reading Attitudes; Reading Research; Recreational Reading
Identifiers: *Reading Motivation

ED314679 CG022214
Developing and Implementing Democratic Parenting Methods in a Group Home Servicing Children Ages Three to Eleven.
Santa Lucia, Sister Paul Marie
1989
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN90

Society still carries the lingering remains of the autocratic cultural mores of reward and punishment. Staff in a group home setting for children must be aware of the complexity caused by the mingling of autocratic and democratic mores. This phenomenon causes discrepancy in parenting methods. It was surmised that training the staff (N=4) at one group home to parent according to a democratic model would eliminate this discrepancy and prepare the children (N=16) to live in a democratic society. Staff parent training sessions and weekly meetings with the children were implemented which incorporated the values of equality and mutual respect. The six staff training sessions were based on human development, children of alcoholics, effects of sexual abuse, motivations of misbehavior, communicating effectively with children, and developing a more concise understanding of self and child. The training combined with the greater empathy established through the weekly meetings, resulted in improved attitudes for both staff and children and a subsequent decline in children's negative behaviors. (Staff questionnaire, weekly staff evaluation form, and children's attitude survey stem sentences are appended and a 46-item bibliography is attached.)

(cont. next page)

(Author/ABL)
Descriptors: *Children; *Democracy; *Group Homes; Models; *Parenting Skills; Program Implementation; *Staff Development Training

ED314304 SO020336
A Comparison of the Amount of Art Knowledge and Information Acquired by College Students through Site Visits and General Lecture.
Perez, Rafael A.
Jan 1989
50p.; Ed.D. Practicum, Nova University. Appendixes B, C, and D may not reproduce clearly.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY90
Target Audience: Teachers; Practitioners

The purpose of this study was to compare the knowledge about art acquired by students who went on site visits with that of students who experienced only the lecture method of teaching. A study was conducted at Boricua College (New York) with two groups of 25 students each, one participating as a control and one as an experimental group. The control group was exposed to field analysis through the lecture method of teaching; the experimental group was exposed to field analysis through visits to museums for a period of 15 weeks. Both groups were administered the Eisner Art Information Inventory at the end of the fall 1988 cycle. The experimental group did not reflect a significant difference in relation to the knowledge acquired through site visits over the control group. Test data are given in four tables and figures, and a bibliography contains 38 items. The appendices contain listings of perceptual competencies and psychomotor domain, a students' learning contract, and the Eisner Art Information Inventory. (Author/PPB)

Descriptors: *Art Education; *Comparative Analysis; Educational Research; *Field Instruction; Higher Education; Hispanic Americans; *Lecture Method; Outcomes of Education; Student Research; *Visual Perception

ED314194 PS018517
Providing Identification, Assessment, and Resources for Potentially At-Risk Children Ages Two Months to Five Years Attending a Hospital Based Child Care Center.
Toigo, Kathleen
1989
63p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY90
Target Audience: Practitioners

A day care director of a center sponsored by a metropolitan medical center designed and implemented a practicum study to address the lack of a system for identifying and assessing high-risk children. The practicum was also intended to develop a program which would respond to teachers' concerns for children with special needs and obtain positive endorsements from teachers at the center. Registration forms were revised to include health and developmental information provided by parents. A new screening instrument was reviewed, selected, and implemented in student evaluations. A reference manual was compiled for center staff. The manual provided guidelines for step-by-step responses to students with problems. The manual also included lists of behaviors suggesting special needs status, of behavioral and developmental signs of high risk, and of resources for children; documentation strategies; conference recommendations; and parental release forms. Evaluation data indicated a favorable response to the project on the part of the center staff. There was an increase in the percentage of children's evaluations completed. A committee of parents and hospital personnel determined that the project had yielded a plan that would identify and provide follow-up services to children who might be at-risk. Related materials, such as the manual, registration form, and survey forms, are appended. (RH)

Descriptors: *Ability Identification; *At Risk Persons; Consultation Programs; *Data Collection; *Day Care; Early Childhood Education; Educational Diagnosis; Informal Assessment; Referral; Screening Tests; *Student Evaluation; *Test Selection; Test Use
Identifiers: *Developmental Delays

ED314193 PS018515
Identifying At Risk Kindergarten Eligible Children through the Development of a Comprehensive Prekindergarten Screening Program.
Wright, Ellen M.
1989
141p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY90

An educational specialist employed as a learning consultant to schools in a seashore resort community planned and implemented a practicum study intended to address problems in the prekindergarten screening process of the community's primary school. Practicum goals were to: (1) identify children who would benefit from prekindergarten intervention; (2) demonstrate the need for an interdisciplinary team approach to the screening process; and (3) train prospective evaluators, kindergarten teachers, and parents involved in the screening process. Actions taken to attain these goals included administration of a needs assessment survey to screening team

(cont. next page)

members, selection of a new screening instrument, formation of a screening committee, dissemination of information on developmentally appropriate practice and the screening process, and efforts to encourage the attendance of parents and children. Practicum evaluation data indicated that the intervention was effective. Committee members were satisfied with the new instrument, training, screening, and follow-up. Teachers indicated that the summary sheets and follow-up by committee members were helpful in assessing children's ability to acquire skills and identifying children's needs for diagnostic services. Parents were impressed with the smoothness of the process and the follow-up. (Author/RH)

Descriptors: *At Risk Persons; *Identification; Inservice Teacher Education; Kindergarten; Parent Participation; *Preschool Children; Primary Education; Program Effectiveness *School Readiness; *Screening Tests

Identifiers: *Screening Procedures; *Screening Programs

ED314192 PS018514

Improving the Skills of Preschoolers through Parent and Teacher Education.

Davis, Pamela S.
1989
166p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY90
Target Audience: Practitioners

A certified teacher and preschool parent involvement coordinator working in a parochial school designed and implemented a practicum study designed to increase children's success in school and improve the ability of parents and teachers to work effectively with preschoolers. The practicum intervention involved a commitment from the school's director and teachers; the planning and conducting of orientation sessions; assessment of needs of the preschool children, teachers, parents, and the school; development of a parent-teacher education program; and coordination of volunteer services. Evaluation data indicated that the effort was successful. Parents and teachers worked together and used the skills they had acquired to enhance the skills of the preschool children. They were able to identify age-appropriate activities and use effective discipline techniques. Corporal punishment at the school was eliminated. The emphasis on parent involvement increased the number of communications between home and school. The result was an educational partnership between educators, parents, and community volunteers that improved the achievement and behavior of children in the school. Approximately 110 references are cited. Numerous related materials are appended. (RH)

Descriptors: Academic Achievement; At Risk Persons; *Cooperation; Disadvantaged Youth; *Discipline; Inservice Teacher Education; Parent Education; *Parent Participation; *Parent Teacher Cooperation; Parochial Schools; *Preschool Children; Preschool Education; *Student Improvement

---

ED314111 JC900025

Development of a Questionnaire for a Study of Employers' Usage of Typewriters and Computer Hardware/Software in a California Community College District. Curriculum and Program Planning.

Clough, Carol E.; Nawy, Martha
Sep 1988
61p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY90

In 1988, a project was undertaken at Chabot College in California to develop a questionnaire and study methodology for assessing the views of employers regarding the business applications of typewriters and computers. Staff at the college needed this information for curriculum and program planning, as well as for equipment and supply budgeting. The project involved: (1) a review of the literature on the need for research on technological changes in the office, questionnaire development and design, and the involvement of staff in research and curriculum design; (2) the formation of a committee made up of the 23 full-time office and business computer education faculty and an administrator; (3) a committee meeting to determine research objectives and a time frame and process for questionnaire development; (4) the solicitation of questions to be incorporated into the survey instrument from committee members; (5) meetings to review, analyze, and evaluate the proposed questions; (6) the preparation of five drafts of the questionnaire; (7) the pilot testing of the final version among 10 different-sized employers; and (8) the development of recommendations concerning study methodology. An extensive literature review, a 99-item bibliography, a curriculum checklist, and various drafts of the survey instrument are included in the project report. (JMC)

Descriptors: Community Colleges; Community Surveys; Curriculum Development; *Employer Attitudes; Literature Reviews; *Needs Assessment; *Office Automation; Office Machines; *Questionnaires; *Research Design; *Research Methodology; School Business Relationship; Two Year Colleges; Typewriting

Identifiers: *Chabot College CA

ED313952 HE023057

The Development of a Course in Financial Statement Analysis for the Dowling College M.B.A. Program. Curriculum and Program Planning.

Newman, James F.

(cont. next page)

Jan 1986
44p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY90

In the development of a course in financial statement analysis, the following procedures were implemented: analysis of new accounting pronouncements, new textbooks, and articles on the topic of financial statement analysis; establishment of goals and objectives for the course; and selection of text and content of the course. The course was proposed through the proper channels and approved at all levels to be offered as part of the M.B.A program, meeting such goals and objectives as: preparing students for careers in finance; fostering clear and critical thinking; and providing students with the understanding and knowledge to properly interpret financial statements. A major recommendation in conjunction with the introduction of the course was that other finance oriented courses be introduced as quickly as possible. It was also recommended that the new course be available to students as quickly as possible and that any discussions and/or correspondence with persons in the business community include the information about the course. Two appendices are the Dowling College new course proposal form and the new course proposal for financial statement analysis. Contains 16 references and a bibliography with 31 entries. (SM)

Descriptors: *Business Administration Education; Course Content; *Curriculum Development; Educational Development; *Educational Planning; *Finance Occupations; Graduate Study; Higher Education; Professional Education

Identifiers: *Dowling College NY; *Financial Analysis

ED313910 FL018263

Increasing Linguistic and Cultural Assimilation through a Language Exchange Approach.

Agurcia, Joan Bundy
Jun 1984
69p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); THESIS (042)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY90

The development and implementation of a high school program bringing together 8 limited-English-proficient Hispanic students and 20 students of Spanish as a foreign language is described. The program's objective was to improve relations and decrease linguistic and cultural separation between the two groups. The approach used was multicultural, emphasizing cross-cultural and linguistic studies in Spanish and English. The four steps in program development included: (1) a survey of the class; (2) a test of cultural awareness; (3) merging the two ethnic groups in cross-cultural activities; and (4) evaluating student progress and program success. Results show that students improved linguistically and culturally, and commented favorably on the program. Appended materials include a Latin and American cultural awareness test, pre- and post-test scores on the cultural awareness tests and compositions, samples of cultural assimilators used in the program, and a student questionnaire. (Author/MSE)

Descriptors: *Acculturation; Bilingual Education Programs; *Cross Cultural Studies; Cultural Awareness; English (Second Language); High Schools; High School Students; *Intercultural Communication; *Limited English Speaking; Program Descriptions ; Secondary Education; Second Language Learning; *Spanish; Spanish Speaking; *Student Exchange Programs

ED313880 EC222001

Developing a Core Curriculum and Parent Education Component in a Preschool Special Education Program.

Runbeck, Robyn Goddard
31 May 1989
227p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY90

This practicum attempted to create a comprehensive developmental curriculum to be used in a non-categorical program serving developmentally delayed preschool-aged children. A second goal was to develop a parent education component that would provide parents with information and tools necessary to be active and competent partners in their child's education. In response to staff needs, a developmental guide was created to be used in selecting curricular objectives while still allowing for flexibility in choice of activities based on the needs of the individual children. An evaluation component was also built into the program. Results indicated that the guide was too long and unwieldy for daily use in selecting educational objectives, but was very useful in diagnosing student strengths and weaknesses, measuring progress throughout the school year, and identifying areas needing more emphasis in everyday classroom activities. Follow-up surveys found a high degree of satisfaction with parent-teacher communication among parents. Evaluation of overall effectiveness suggests that this service delivery model is most beneficial for students whose primary handicapping condition is speech/language, that staff competence using incidental teaching techniques is an important determinant of program effectiveness, and that time management and classroom structure contribute greatly to the success of any early intervention program. Almost half the document consists of the following appendixes: "Philosophy of Education," "Original Developmental Guide Organized by Skill Areas," "Initial Parent Survey and Inservice Survey," "Incidental Teaching Techniques," "Revised Developmental Guide

(cont. next page)

Organized by Chronological Age," "Student Data Sheets," "Monthly Newsletters," "Parent Inservices--Content and Flyers," "Parent Inservice Survey Results," and "Summary." Approximately 70 references are provided. (Author/PB)

Descriptors: *Curriculum Development; Curriculum Evaluation *Curriculum Guides; *Developmental Disabilities; *Parent Education; Preschool Education; *Student Evaluation

---

ED313863 EC221731

Implementing a Manipulative, Piagetian Mathematics Curriculum for Primary, Educationally Handicapped Pupils.

Burke, James Patrick

6 Jul 1989

107p.; Ed.D. Practicum, Nova University. Toner streaks on every page.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY90

The practicum paper describes the development of a mathematics program for primary-level educationally handicapped students, to be implemented by resource room teachers. Developmental areas covered include: numbers (0-10), addition and subtraction (sums to 10), place value, and time and money. The 10-month intervention period was preceded and followed by testing. Intervention emphasized the use of manipulatives (coin and bead sets, counters, attribute blocks, geoboards, interlocking cubes, unit cubes, tens rods) and games in small group settings. Results indicated that: (1) 14 of the 20 students improved their overall scores on an oral instructor-directed test by 20 points; (2) 14 of the students learned to write numerals and count up to 10; (3) nine students learned to solve simple monetary problems; (4) 10 students learned to solve simple subtraction problems; (5) seven students learned to count up to 99; and (6) 11 students learned to recognize the monetary value of various coins. (DB)

Descriptors: Educational Games; Instructional Effectiveness Instructional Materials; *Learning Disabilities; *Manipulative Materials; *Mathematics Instruction; *Number Concepts; Primary Education; Small Group Instruction; *Teaching Methods

---

ED313862 EC221730

Improving Parent-School and Child-School Relationships When Evaluation for a Gifted Program Does Not Result in Placement by Increasing the Opportunities for Communication.

Carter, Elizabeth F.

15 Jun 1989

70p.; Ed.D. Practicum, Nova University. Appendix A will not reproduce adequately in paper copy.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY90

This practicum attempted to increase parental understanding and acceptance of the process for referral, screening, testing, and selecting children for a gifted program in a northern Florida community; to improve the self-concept of children who were not found to be eligible; and to decrease the time spent by school personnel in resolving problems that occur when referred students are not placed. The project involved revising the screening criteria (giving less weight to teacher and parent rating scales) and developing a sequential plan for both verbal and written communication with parents from the time they expressed interest in having their child in the gifted program until after the selection had occurred. Evaluation indicated that a majority of the parents of students referred and evaluated during the implementation period participated in an evening meeting, a conference after the testing, and the selection process. As a result there were only two problem situations resulting from a group of 35 parents. In addition, the students related positively to the process and no evidence of damage to self concept from nonplacement in the gifted program was noted. (Author/DB)

Descriptors: *Ability Identification; Decision Making; Elementary Secondary Education; *Eligibility; *Gifted; Parent Attitudes; *Parent Participation; *Parent School Relationship Referral; Screening Tests; Self Concept; Special Programs; Student Attitudes; Student Evaluation; *Student Placement

---

ED313669 CS009862

Increasing through Workshops the Amount of Time Kindergarten Parents Read to Their Children.

Rustin, Terry A.

1989

70p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY90

A practicum was designed to increase the amount of time parents read to their kindergarten children. Fifteen parents in a suburban area participated in a series of teacher-presented workshops to discover the value of reading aloud, learn strategies for presenting literature, and practice reading aloud to their children. All seven of the behavioral objectives of the practicum were achieved. Fifteen of the target group members were able to list three values of reading aloud, give three strategies for presenting literature, list two questioning techniques, and show an increase in the amount of time spent reading aloud to their child by 30 minutes per week. The other three objectives were achieved with higher results than expected. Thirteen of the 15 parents accompanied their child to the school or public

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

library five times during the program, 11 out of the 15 parents showed an increased enthusiasm of two points for reading aloud on the posttest, and nine of the participants' children showed an increased enthusiasm of five points for being read to aloud. Such results indicated that presenting workshops for parents will help them increase the amount of time they read aloud to their children. The presentation of the workshops enhanced parents' knowledge of reading aloud. This prompted the increase in the amount of time that parents read to their children. (Nine tables of data are included. Nineteen references and seven appendixes, including the survey, questionnaires, pre- and posttests and enthusiasm rating point scales used, are attached.) (MG)

Descriptors: Childrens Literature; Kindergarten; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent Role; Parent School Relationship; Primary Education; *Reading Aloud to Others; *Reading Attitudes; Reading Habits; Reading Instruction; Reading Material Selection; *Reading Readiness; Reading Research

Identifiers: Reading Behavior

ED313592 CG022110

Group Motivation in a Nutrition Project for Pregnant and Parenting Teens and Their Spouses by Use of an Incentive Plan.

Collins, Gloria
1989
38p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY90

A child care agency located in the southeastern United States serving homeless youth up to the age of 21 years provided pregnant and parenting teenagers with shelter and support services and provided individual and group counseling sessions focusing on health and nutrition, parenting and child care, sexuality and pregnancy, family support services and adoption, homemaking and life skills, education and job training. A decrease in attendance and inconsistency in enrollment in the Expanded Food and Nutrition Education Program component of the Teen Parent Aftercare Program was noticed and explored. An incentive plan was developed which included gifts for the teenagers and their families, and supplies for their infants. An escort system developed by staff and volunteers provided transportation on a regular weekly basis. Counseling in nutrition education was extended to include other speakers throughout the county. Outreach to teen parents and their families by counselors and staff was done on a regular basis. Food preparation and demonstration formed a part of aftercare sessions. Reports indicated an increase in teenage parents' attendance, and improvement in their nutrition awareness needs for themselves and for their infants. Ongoing plans will continue to focus on the program's teenage parents' nutrition and health needs. (Appendices include sample attendance records and questionnaires.) (Author/NB)

Descriptors: Adolescents; *Early Parenthood; *Group Counseling; Group Dynamics; *Incentives; *Motivation; *Nutrition; *Pregnancy; Spouses

ED313252 SE051063

Daily Tutoring and/or Homework Assistance in Mathematics by Peers during the Regular School Day.

Mendel, Helen Ann
Jun 1983
42p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

The effect of a tutorial and/or homework assistance program conducted by peers during the regular school day was investigated. Subjects were minority students from low socio-economic families. Student-tutors were assigned to provide 35 minutes of daily individualized assistance in mathematics, help that was not available in the home environment. Two groups of second-grade children who had failed to complete their homework assignments were selected. Four days per week the student-tutor helped five children in the experimental group with their homework assignments, and reviewed skills previously taught by the classroom teacher. Five children in the control group remained in their own classroom and studied independently. It was found that the children in the experimental group completed their homework every day, and they showed an overall growth in mathematics of 22 percent, whereas the children in the control group had an overall average growth of only nine percent after a 2-week period. Recommendations for student-tutoring programs are suggested. Appendices include an informal interview with the teacher; placement tests; module tests; individual pupil surveys regarding homework and attitudes; and a progress chart for growth. Lists 9 references. (YP)

Descriptors: *Cross Age Teaching; Economically Disadvantaged ; *Elementary School Mathematics; Grade 2; *Homework; *Mathematical Enrichment; Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Minority Group Children; Primary Education; *Tutoring

ED313145 PS018421

Implementing a Whole Language Curriculum To Improve Oral Language Competence in an Inner-City Kindergarten.

de la Cruz, Beverly Metro
1989
124p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC05 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90
Target Audience: Practitioners

A kindergarten teacher designed and implemented a practicum for increasing the oral language competence of 20 kindergartners in an inner-city public school. Goals were to improve children's receptive and expressive language abilities, social skills, and mastery of kindergarten curriculum objectives, and to increase parent involvement. A whole language curriculum was implemented. Instruction focused on themes that included all curriculum content areas. Coordinated curriculum components were designed to maximize student involvement in class activities. Learning centers and cooperative learning strategies contributed to the establishment of a nurturing classroom atmosphere. Parent participation was encouraged through conferences, newsletters, parent education materials, and parent-and-child activities. Primary teachers were trained in whole language teaching and learning principles and strategies. Practicum evaluation data revealed that the intervention was effective beyond expectation. The intervention increased the children's receptive and expressive vocabularies, improved their use of appropriate language structures, and contributed to mastery of curriculum objectives. It was evident that the program had a positive impact on teachers. (Author/RH)

Descriptors: *Communication Skills; *Cooperative Learning; Curriculum Development; Inner City; *Kindergarten Children; *Learning Centers (Classroom); *Oral Language; Parent Participation; Primary Education; Program Effectiveness; Program Implementation; *Student Improvement

Identifiers: *Whole Language Approach

ED313142 PS018411

Initiating a Developmental Motor Skills Program for Identified Primary Students.

Harville, Valerie Terrill
Jun 1986
71p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

A physical education specialist at an elementary school in one of the fastest growing sections of the country developed and implemented a developmental motor skills program for primary school students. The program focused on: (1) developing a method of referring students for testing; (2) providing a specialized motor diagnostic test; (3) improving students' self-esteem; and (4) promoting administrator and teacher awareness of the importance of identifying and remediating students with motor skill deficiencies. Participants were 3 girls and 7 boys in the first grade. After target children were pretested and results were evaluated, activities that would improve the children's motor skills were designed. Activities were scheduled over a 10-week period and involved exercise stations for warm-ups, balance, agility, sequencing, visual acuity, auditory discrimination, and coordination. Evaluation results showed that children improved significantly in their overall motor development. Six of the ten children showed improvement in self-esteem. Recommendations are offered regarding the use of the report as a guide for administrators who wish to adopt a similar developmental motor skills program in their schools. Related materials, such as lists of the motor skills activities and symptoms of perceptual difficulties are appended. (RH)

Descriptors: *Developmental Programs; Educational Practices *Elementary School Students; Grade 1; *Individual Development *Learning Activities; Primary Education; Program Effectiveness ; *Psychomotor Skills; *Student Improvement

Identifiers: *Developmental Delays

ED313141 PS018410

Reducing Excessive Absenteeism among First Grade Public School Students.

Doty, Jeanice J.
Jun 1984
27p.; Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

An elementary school teacher designed and implemented a program intended to reduce excessive absenteeism among first grade public school students. The program consisted of four basic parts: (1) perusal of attendance cards and grade books prior to treatment; (2) implementaton of treatment; (3) post-perusal of attendance cards and grade books; and (4) tabulation of results. Students in the treatment group participated in a program designed to reduce absenteeism through the implementation of a high incentive program involving parents and students that lasted for 10 weeks. The intervention involved distribution of a "Welcome Back" sticker intended to establish rapport with students receiving the treatment; establishment of rapport with a comparison group of students in another first grade class; discussion of the importance of daily class attendance; a math lesson on counting absences from attendance cards; and a language lesson concerning ways in which students could arrive at school on time on a daily basis. As a result of the intervention, students in the treatment group increased in attendance up to 90 percent or more and received grades of C or higher during the treatment period. Appendices provide a sample attendance card, a table illustrating pre- and post-intervention results, and a dissemination package. (RH)

Descriptors: *Attendance; Comparative Analysis; *Elementary School Students; Grade 1; *Intervention; Primary Education; Program Effectiveness; Public Schools; *Student Improvement

DIALOG File 1: ERIC _ 66-92/FEB.

ED312949 HE023006
Analysis of the Enrollment Impact of Implementing an Academic Entrance Requirement at Practical Bible Training School.
Kroll, Ronald C.
Mar 1989
57p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR90

In response to concern that open admissions was contributing to declining student preparation and institutional reputation, Practical Bible Training School, a small, private college, proposed new admission criteria: an American College Testing Service (ACT) score of 15, a Scholastic Aptitude Test (SAT) combined score of 700, or a 2.00 high school grade point average. For students showing promise but not satisfying these criteria, a special admissions category was also proposed. Because of concern that implementation of the new policy would reduce enrollment, a study was undertaken to compare the full-time-equivalency (FTE) enrollment from fall 1985 to spring 1989 with the FTE enrollment that would have existed had the proposed requirements been in effect during that period. Results indicate that 11 students would have been rejected under the proposed entrance requirements, but also that only one of these students passed sufficient courses to graduate or obtain the minimum grade point average for graduation. Five of the students attended for only one semester. Based on these findings, it is recommended that the college adopt the proposed entrance requirements. Contains 28 references. (MSE)

Descriptors: *Academic Standards; *Admission Criteria; *Church Related Colleges; *Enrollment Influences; Enrollment Trends; Higher Education; Open Enrollment; Private Colleges; Program Effectiveness

Identifiers: *Practical Bible Training School NY

ED312873 EC221332
Improving Early Educational Intervention Services for Deaf and Hearing Impaired Preschool Children by Establishing a Resource Center for Parents, Teachers and Other Professionals.
Bermudez, Lydia V.
31 May 1989
201p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

The practicum report describes a program which established an Early Childhood Special Education Resource Center to serve the parents and teachers of deaf and hearing-impaired preschool children attending an integrated laboratory school associated with the University of Puerto Rico. Program goals included promoting parent-teacher interaction to further social-emotional development and visual discrimination skills of the children as well as to enhance public awareness about the importance of early identification and intervention in the education of young children at risk. Individual and group training sessions, workshops, conferences, and evaluation meetings were implemented. Surveys and questionnaires indicated that the knowledge, competencies, and self-confidence of the children, parents, teachers, and others improved as a result of the program. The report is organized into sections providing an introduction, a description of the problem and review of the literature, anticipated outcomes and evaluation instruments, a description of the solution strategy, results, and references. Seventeen appendixes provide the various forms and assessment instruments used; a weekly log; goals and objectives of the Resource Center; and reports on educational services, teacher preparation, and estimated incidence of handicapped children in Puerto Rico. (DB)

Descriptors: *Deafness; Early Intervention; Emotional Development; *Hearing Impairments; Inservice Teacher Education ; Mainstreaming; Minority Groups; *Parent Education; *Parent Teacher Cooperation; Preschool Children; Preschool Education; Program Development; *Puerto Ricans; *Resource Centers; Spanish Speaking; Visual Discrimination

Identifiers: Puerto Rico

ED312839 EC221297
Implementing Cooperative Learning within Six Elementary School Learning Disability Classrooms To Improve Math Achievement and Social Skills.
Goldberg, Lorraine F.
29 Apr 1989
165p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

Cooperative learning lessons in mathematics were instituted in 6 learning disability elementary classrooms serving a total of 47 students. Verbal rehearsal and collaboration were intended to reinforce the internalization and generalization of skills. Structured social interaction was intended to facilitate peer acceptance. Although two of the classes were not able to consistently follow through with the cooperative learning curriculum, the four classes in which teacher participation was kept at an optimal level through consistent monitoring and feedback demonstrated accelerated math progress for the 6-month period. Students in these classes also decreased negative behaviors, practiced collaboration, and increased time on task. The practicum report contains a description of the community and population, a problem

(cont. next page)

description and review of related literature, a statement of anticipated outcomes on the evaluation instruments, and a description of the solution strategy. The final section gives results, conclusions, and recommendations, and dissemination activities are described for the report and lesson plans. Appendixes provide further information on target behaviors, discussion questions, demonstration lessons, block plans, sample daily plans, and a social skills lesson plan. (DB)

Descriptors: Behavior Change; *Behavior Problems; *Cooperative Learning; *Educational Methods; Elementary Education; Grouping (Instructional Purposes); *Instructional Effectiveness; Interpersonal Competence; *Learning Disabilities; *Mathematics Instruction; Teacher Role

---

ED312831 EC221289

Increasing Physical Therapy Students' Ability To Be Innovative in the Treatment of Children by Creatively Using Games and Toys.

Lander, Jennifer L.
13 Feb 1989
68p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90
Target Audience: Teachers; Practitioners

This practicum was designed to increase the ability of physical therapy students to be innovative in the treatment of children, 0 to 3 years old, by creatively using toys and games. The practicum involved: (1) administering a test to seven senior physical therapy majors to determine students' current knowledge; (2) administering a questionnaire to seven practicing clinical supervisors to determine use of games and toys as adjuncts to therapeutic intervention; (3) planning and conducting a specialized pediatric seminar/workshop, which included class discussions, outside assignments, in-class projects, slides, games, and 5 weeks of clinical experience in a pediatric setting; (4) indirectly supervising the students at the affiliated clinical facility; and (5) developing, administering, and scoring a program evaluation component. Analysis of the data revealed that the seminar/workshop increased students' use of toys and games in their treatment of children, and that students were appropriately teaching parents how to select and use toys for their handicapped children. A survey of the seven students indicated that they felt that the program expanded their problem-solving abilities and parent-teaching skills. The appendices include the pre-tests, post-tests, questionnaire, and toy selection criteria used in this study. (PB)

Descriptors: *Allied Health Occupations Education; *Childrens Games; Early Intervention; Higher Education; Infants; Parent Education; *Physical Disabilities; *Physical Therapy; Preschool Education; *Therapeutic Recreation; Toddlers; *Toys

---

ED312690 CS506853

Improving Public Speaking Skills in the Seventh Grade Compensatory Education Student through Enhanced Instruction and Opportunity for Practice.

Wilson, Nan Kelly
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
1989
112p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

This practicum addressed the problem of seventh grade compensatory education students' not having adequate instruction, opportunity, or experience to prepare for success in any level of eighth grade English. Overall goals for the practicum were to give instruction in public speaking, to provide opportunities for students to engage in public speaking, and to give students a foundation in oral expression so they might experience greater success in eighth grade. The practicum report contains five chapters as follows: Chapter 1: Introduction (describes the community in which the practicum took place and the researcher's work setting and role); chapter 2: Study of the Problem; chapter 3: Anticipated Outcomes and Evaluation Instruments; chapter 4: Solution Strategy; and chapter 5: Results, Conclusions, and Recommendations. The report's conclusions confirm that students did gain success and a foundation in oral expression through instruction and opportunities for practice. Ten tables of data are included, 13 references are listed, and 17 appendixes containing the seventh and eighth grade curricula in oral expression, 11 types of tests, a survey of English teachers, and a generic evaluation form are attached. (MG)

Descriptors: *Compensatory Education; English Curriculum; *Grade 7; Junior High Schools; *Language Arts; Listening Skills; Practicums; *Public Speaking; Skill Development; *Speech Curriculum; Student Evaluation

---

ED312665 CS212158

Improving Spelling and Language Arts Skills of Chapter 1 Fourth Grade Students through Paragraph Compositions.

Budnik, Patricia McNulty
1989
82p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

This practicum addressed the problem of Chapter 1 fourth

(cont. next page)

grade students not being able to compose a paragraph using correct spelling and language arts skills. The subjects were 16 predominantly Black and Hispanic students in a school in an old small southern city. The students had paragraph composition assignments weekly. The goals were: (1) to increase the use of correctly spelled words; (2) to improve the number of correct responses in punctuation and the use of a main idea followed by detail sentences; (3) to compose grammatically correct sentences using paragraphs with indentation; and (4) to improve self images as writers. Results indicated that writing paragraphs did improve the acquisition of correct spelling and language arts skills. The students' enjoyment of having their paragraphs read to the class was the most rewarding result. Students advanced in spelling to fourth grade level, one to two years above expected reading level. The majority improved their spelling performance, increased the number of words spelled correctly on the sentence dictation test, increased the number of words used in their compositions, identified the main idea of a paragraph, placed four detail sentences in proper sequence, and increased the number of grammatically correct sentences. All students improved their self images as writers. (Eight tables of data are included; nine appendixes including prewriting and postwriting surveys, lists of spelling words, and paragraph samples are attached.) (Author/KEH)

Descriptors: *Grade 4; Intermediate Grades; *Paragraph Composition; Practicums; Writing Exercises; *Writing Improvement; Writing Skills

Identifiers: Education Consolidation Improvement Act Chapter 1; Writing Development; Writing to Read

---

ED312656 CS212148

A Collegial Approach to the Redesigning of a Writing Program for Grades K-5.

Chan, Diana R.
1989
150p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

This practicum addressed the expressed need to help teachers become familiar with the writing process and to provide the staff with ways to incorporate more writing (composition) into their elementary (K-5) classrooms. The objectives included educating the teachers in the writing process so they could feel more comfortable in teaching the new writing techniques and developing a writing program appropriate for elementary students that would focus on the enjoyment and continual improvement of writing skills. A series of inservice training sessions on holistic scoring as well as utilization of the "buddy" system and the basal reader for the teaching of reading were implemented. Also, a writing team developed monthly writing hints and helped to collect writing samples. Of the 13 teachers who participated in the writing program, 13 are now aware of the writing process; 11 can successfully use the buddy system in writing; and 12 can successfully use the basal reader to teach writing. Of the 1,404 writing samples collected, 718 students scored outstanding or satisfactory. Of the 51 students participating in a county writing assessment, 36 received a satisfactory grade. (Nine tables of data are included; 38 references and 21 appendixes containing scores, pre- and post- participation survey, holistic scoring instrument, writing samples, and inservice training agendas are attached.) (KEH)

Descriptors: Basal Reading; Content Area Writing; Elementary Education; *Elementary School Teachers; *Holistic Evaluation; Motivation Techniques; Practicums; Program Evaluation; Teacher Participation; Teaching Methods; Writing Instruction; *Writing Processes; Writing Skills

Identifiers: Writing Development

ED312608 CS009817

Reading Comprehension and the Computer.

Boyer, Nancy W.
May 1984
29p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

A practicum study was conducted to raise the reading comprehension level of students at least one grade level by using Computer-Assisted Instruction (CAI), and to determine the kind of student who would most benefit by the use of CAI. A control group of 35 students and three experimental groups of 19 computer students, all in fourth or fifth grade, received normal classroom instruction in reading. The 19 students received extra computer training in reading comprehension for a period of 3 months. CAI students used original teacher-developed software entitled "Reading Comprehension" and the commercial reading program, "Our Weird and Wacky World" by Educational Activities. All students were tested before and after the use of the computers. Results of those using computers showed an increase when comparing the test scores. The overall gain of CAI students was 1.5 years. It was recommended that this program of study be extended over a 10-month school year and that the curriculum be expanded to include an adjustable program to encourage faster reading along with the increase in comprehension. (Seven appendixes containing graphs, reading sources, student opinions, and a sample parent letter are attached.) (MG)

Descriptors: Compensatory Education; *Computer Assisted Instruction; Educational Media; Gifted; Grade 4; Grade 5; Instructional Effectiveness; Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Research

(cont. next page)

Identifiers: Stanford Diagnostic Reading Test

ED312524 CG022021
Support Group Intervention for Adult Female Rape Victims.
Scottron, Kathleen V.
May 1985
79p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR90

Staff of a rape crisis agency recognized the need for counseling services for survivors of sexual assault, but were unable to provide on-going counseling on a regular basis due to a staffing shortage. A support group for adult female rape victims was formed to reduce individual therapists' caseloads, to provide counseling services to a greater number of adult female clients, and to assist the women to regain control of their lives and to recover from their assault experience. The support group combined discussion, role-play, consciousness-raising, assertiveness training, and relaxation exercises to encourage the development of insight, growth, and the remediation of crisis reactions in the participants. The participants (N=8) in the support group completed self-evaluative questionnaires at periodic intervals throughout the 4-month program. Responses to the questionnaires indicated definite reductions in both somatic and psychological distress. These positive changes were attributed to the supportive intervention of the group. The development and implementation of support groups to meet the needs of various types of clients will enable the agency to continue to fulfill its goals and objectives of service and support to those who become the victims of intimate, yet violent, sexual assaults. The appendices include: the number of rapes by jurisdiction, year and month; a 20-item victims questionnaire; exit survey for group members; a needs assessment study of services to rape victims in Florida, 1984; the 1984/85 budget; and relaxation exercises. (ABL)

Descriptors: *Counseling Services; Females; *Group Counseling; *Intervention; *Program Effectiveness; *Rape; *Social Support Groups

ED312333 UD027038
Increasing the Number of Minority Youth Ages Twelve through Fourteen Years Involved in the Crisis Intervention Program by Increasing the Number of Minority Adults Involved in the Provision of Services.
Jennings, Susan
1988
59p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90

The racial composition of participants in a Florida crisis intervention agency's programs indicated that, among the population at risk, black youth were overrepresented in State delinquency and child welfare programs and underrepresented in the agency's intervention services. This practicum was designed to enhance the agency's ability to reach more high risk minority youth. The report is divided into five chapters. Chapter I, "Introduction," describes the urban community involved and the author's work setting and role of the executive director, who conducted this practicum. Chapter II, "Study of the Problem," is comprised of the following sections: (1) problem statement; (2) evidence of the problem; (3) possible causes of the problem; and (4) a literature review. Chapter III, "Anticipated Outcomes and Evaluation Instruments," discusses the practicum's goals, and means to measure their accomplishment. Chapter IV, "Solution Strategy," describes steps taken by the director, including staff training in cultural sensitivity, extension of outreach services into troubled and minority communities in the county, recruitment of more minority adult and youth leaders for overall agency leadership, and development of a network of services to assist and track youth through the referral process. Chapter V, "Results, Conclusions and Recommendations," summarizes the effects of the strategies employed. Three appendices provide relevant forms, and a list of 13 references are included. (AF)

Descriptors: *Adolescents; *Black Youth; *Crisis Intervention; Cultural Awareness; Family Problems; High Risk Persons; Minority Group Influences; *Outreach Programs; Runaways; *Social Networks; Staff Development; Urban Areas; *Youth Problems

Identifiers: Cultural Sensitivity; *Florida; Natural Helpers

ED312092 PS018378
Enhancing Developmental and Academic Skills in Kindergarten Children through Modality-Based Instruction.
Nemiroff, Joanne
1989
219p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90
Target Audience: Practitioners

An elementary school teacher and counselor designed a practicum which provided a model that teachers and parents used to enhance the developmental and academic skills of kindergarten children. The major goal was to increase the acquisition of skills through the child's preferred learning modality. Teachers and parents were given training that

(cont. next page)

increased their knowledge and understanding of: (1) children's developmental needs, strengths and weaknesses; (2) developmental screening tests; (3) modality preferences; and (4) modality-based instruction. Students' preferences were determined through formal assessment. A modality-based developmental curriculum guide was developed and used for small group instruction. Teachers developed an understanding of developmentally appropriate curriculum, an awareness of learning style, and a recognition of the ways in which their own modality preference was manifested in their teaching methods. Parents became familiar with observational techniques for identifying the method by which their child learned best. Students demonstrated progress in developmental areas addressed in instruction. Findings suggest that modality-based instruction may be successful with students who have difficulty in acquiring skills with the methods used in classroom instruction. Over 20 appendices provide related materials. (Author/RH)

Descriptors: *Curriculum Development; Inservice Teacher Education; *Kindergarten Children; *Learning Modalities; *Models; Parent Participation; *Parents as Teachers; Primary Education; Program Effectiveness; Teacher Improvement

Identifiers: *Modality Based Instruction

ED312091 PS018377

Strategies To Increase the Rate of Child-Directed Activities within the Early Childhood Education Community.

Crowther, Ingrid C.
1989
108p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90
Target Audience: Practitioners

A teaching master at a community college in Central Ontario implemented a practicum designed to increase the rate of child-directed activities in early childhood education programs. The primary goal was to increase awareness of early childhood educators, parents, and board members regarding the benefits of child-directed activities at early childhood education centers. Practicum goals were attained by collecting time-tables and by conducting interviews with supervisors and staff and informal observations of six participant centers. The percentage of child-directed activities in each program was jointly agreed on by the writer and the staff. A 6-week course was developed to enhance early childhood educators' skill in providing an increased number of child-directed activities. Follow-up activities included two parent and board of directors workshops, staff in-service sessions, on-site support in practicum settings, and writer assistance to anyone who requested it. Practicum evaluation data indicated an increased awareness of the benefits of child-directed activities for young children and an increase in the percentage of child-directed activities at participating sites. Related materials are provided in 10 appendices, including a course outline, rating scales, and questionnaires. (RH)

Descriptors: Early Childhood Education; Foreign Countries; *Inservice Teacher Education; Parent Participation; Program Effectiveness; *Teacher Improvement; *Teaching Methods; Workshops

Identifiers: *Child Centered Education; *Developmentally Appropriate Programs; Ontario

ED312090 PS018376

Fostering Appreciation and Understanding of Multiculturalism within the Elementary School Setting Using a Multidisciplinary Approach.

Steele, Bonnie Blandy
1989
131p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90
Target Audience: Practitioners

A school district's international coordinator and a primary school teacher of 20 second-graders from 10 different ethnic groups implemented a practicum designed to improve the understanding and appreciation of cultural diversity among students, parents, and teachers at the Ithan Elementary School in Bryn Mawr, Pennsylvania. The practicum also served as a pilot for possible implementation in the social studies curriculum for the district. Practicum objectives involved the identification of weaknesses in the social studies curriculum for second-grade students, development of in-service workshops for second-grade teachers, and implementation of multidisciplinary units. Involved teachers attended workshops, implemented and coordinated lessons, read research articles, discussed concerns, developed new methods for teaching multiculturalism, and evaluated change. Students gained understanding of cultural groups in the community. They developed effective ways to acknowledge and incorporate diversity and difference. School-community networks helped maximize resources that fostered multiculturalism. Evaluation data indicated improved multicultural understanding and sensitivity among teachers and students, and increased parents' comfort in the school environment. Recommendations and dissemination plans are offered. Related materials are provided in 27 appendices. (RH)

Descriptors: Community Involvement; *Cultural Awareness; *Cultural Differences; *Curriculum Development; Elementary School Curriculum; *Grade 2; *Multicultural Education; Pilot Projects; Primary Education; *Social Studies

Identifiers: Cultural Resources; *Cultural Sensitivity; Multicultural Materials

DIALOG File 1: ERIC _ 66-92/FEB.

ED312089 PS018375

A Peace Education Curriculum for Preprimary Children.

Freund, Carol A.
1989
87p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90
Target Audience: Practitioners

A lead teacher in a privately-owned preschool designed and implemented a peace education program. Primary goals of the practicum used were to provide developmentally appropriate experiences for: (1) increasing understanding of being a peacemaker; (2) gaining respect for nature and the environment; (3) showing compassion toward the exceptional other; and (4) becoming aware of other cultures. Practicum implementation involved use of the word "peace" in appropriate circumstances. Parents and children made peace dolls and children made peace art books that included quotations concerning peace. Peaceful resolution of problems was practiced. Songs and traditional nursery rhymes with new soothing endings were learned and presented in a play format to relatives and friends. With regard to the environment, aluminum cans were recycled; paper towels and water were used sparingly; supplies were collected for a bird-of-prey rehabilitation center; and gentle care was given to classroom pets. There were reciprocal visits with two classes from a school for deaf children and with other classes. Museum objects and visitors from Japan, Scandinavia, the Soviet Union, and Ghana introduced various cultures to the children. Students from preschool though sixth grade presented a peace program to the community. Evaluation data indicated positive results. A program journal and appendices provide related material. (RH)

Descriptors: Comparative Analysis; *Curriculum Development; *Environmental Education; *Peace; *Preschool Children; *Preschool Curriculum; Preschool Education; Program Effectiveness

Identifiers: *Peace Education

ED312088 PS018374

Advocating Cultural Literacy and Creative Play for Youngsters through a Preschool Lending Library Parent Participation Program.

Ryan, Susan Fay
1989
103p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90
Target Audience: Practitioners

An experienced teacher, certified in the education of the gifted, designed and implemented a practicum that offered opportunities for enhancing the cultural literacy and creative play of preschool children who received little individual, reading-related attention from their working parents and caregivers. Play that enriched the imaginative capacities of children was seen as promoting success in and positive attitudes toward reading. Goals of the practicum were to: (1) increase individualized reading and nurturing time for children in the program; (2) increase parents' and preschool staff members' awareness of the value of creative play; and (3) promote participants' commitment to incorporation of reading and creative play into children's lives. Implementation of the practicum involved establishment of a lending library at the preschool, invitations to parents to participate in a daily or weekly reading program geared to develop children's literacy, and the use of newsletters to inform parents of the results of ongoing research on play. Ten methods that parents can use to cultivate their children's creativity are listed. Practicum evaluation data suggest that participants took pride in their involvement in the program and that the program should be continued. Related materials, such as newsletters, are appended. (RH)

Descriptors: *Fantasy; Newsletters; Parent Attitudes; Parent Participation; Parent Role; Parents as Teachers; *Play; *Prereading Experience; *Preschool Children; Preschool Education; Program Effectiveness; Reading Aloud to Others; *Reading Readiness; Teacher Attitudes

Identifiers: *Cultural Literacy

ED311986 JC890492

Pima College Students' Knowledge of Selected Basic Physical Science Concepts.

Iadevaia, David G.
Nov 1989
47p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAR90

In 1989 a study was conducted at Pima Community College (PCC) to assess students' knowledge of basic physical science concepts. A three-part survey instrument was administered to students in a second semester sociology class, a first semester astronomy class, a second semester Spanish class, and a first semester physics class. The survey instrument sought to determine students' opinions about certain scientific topics, assess their knowledge of and ability to apply 12 basic scientific facts, and gather demographic data. Study findings, based on questionnaires completed by 89 students, included the following: (1) over 50% of the students missed

(cont. next page)

the questions on energy, reaction rate, photosynthesis, relativity, and projectile motion; (2) students who had completed college-level science (CS) courses had significantly higher test scores than students who had only completed high school (HS) science courses; (3) 30% of the HS students and 18% of the CS students agreed with the statement that "some numbers are especially lucky for people"; (4) 31% of the HS students and 15% of the CS students agreed with the statement that "In this complicated world of ours, the only way we can know what is going on is to rely on leaders and experts who can be trusted"; (5) 15% of the HS students and 3% of the CS students agreed with the statement that "It is not wise to plan ahead because many things turn out to be a matter of good or bad luck anyway"; and (6) 46% of the HS students and 50% of the CS students agreed that "human beings as we know them today developed from earlier species of mammals." Based on study findings, it was recommended that all PCC students be required to take one physical science course. Two versions of the survey instrument are attached, along with critiques from a panel of experts on the first version. (JMC)

Descriptors: *College Science; Community Colleges; Educational Needs; Educational Testing; *Knowledge Level; *Science Education; Scientific Concepts; *Scientific Literacy Two Year Colleges; *Two Year College Students

Identifiers: *Pima Community College AZ

ED311956 JC890459

Development of Faculty Senate Bylaws at a California Community College.

Clough, Carol E.

Feb 1989

71p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR90

In 1985, the faculty of Chabot College in California decided to revise the constitution and develop by-laws for the Faculty Senate on the grounds that the present operating rules were inadequate to help promote the Faculty Senate as an effective group within the governance structure of the college. A study was conducted to review the operating procedures and by-laws of effective faculty senates in the California Bay Area region and revise the existing operating rules of Chabot's faculty senate into by-laws. A literature review was conducted to identify factors that afect an organization's rules, explore the types of structures used by voluntary organizations, and examine existing constitutions, by-laws and other procedures. Other faculty senates were asked to send copies of their documents. An ad hoc committee studied the gathered information and submitted recommendations to the senate. Sections of the draft document were returned to committee for additional work. A year after the appointment of the committee, the operating rules were reviewed and guidelines were added, but the concept of by-laws was not accepted. The report on the process includes a review of the literature, the senate's 1985 and 1988 operating rules, the proposed by-laws, the 1987 constitution, a list of the articles in the constitution that were revised, and 78 references. (AYC)

Descriptors: *Administrative Organization; Collective Bargaining; *College Governing Councils; Community Colleges; *Faculty College Relationship; *Governance; *Policy Formation Two Year Colleges

Identifiers: *Bylaws; *Chabot College CA

ED311423 CS009815

Improving Reading Comprehension of Basic Students by Orally Reading High Level Material.

Blacharski, Carol S.

May 1985

74p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR90

This study examined the effectiveness of a program with three basic features--high interest plays, oral reading, and high readability level--designed to aid middle school students scoring two or more years below grade level in reading comprehension. Subjects, 13 boys and two girls enrolled in a basic English class in a suburban middle school located in a southern coastal town in Florida, read aloud and discussed plays from "Read" magazine and participated in group dramatic activities based on the plays over a 10-week period. Results from posttest reading comprehension tests indicated that the program is an effective method for improving the comprehension skills of middle school students reading below grade level. (Thirty-six references and appendixes of data, evaluation instruments, and discussion questions are attached.) (RS)

Descriptors: *Dramatics; Grade 7; Junior High Schools; Middle Schools; Oral Interpretation; *Oral Reading; Program Effectiveness; *Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading

Identifiers: Florida; Stanford Diagnostic Reading Test

ED311339 CG021953

Building Self-Esteem in Boys of Elementary School Age from Alcoholic Families.

Hess, Cheryl L.

1989

31p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

(142)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEMAR90

Alcoholism is a growing problem in America today. Children are becoming addicted to chemicals at a much younger age. Those children who have alcoholic parents and/or grandparents are more susceptible to addiction because of hereditary factors. Children of alcoholic parents live amidst conflict and confusion. Because of this conflict and confusion, the self-esteem of these children is greatly decreased. This practicum attempted to increase the self-esteem of seven behavior-disordered boys who were living in a long-term residential center for boys. The boys ranged from 7 to 13 years of age. Specific objectives of the practicum included decreasing aggressive behavior, decreasing anxiety, and increasing awareness of the effects of alcoholism on families. Workshops, group sessions, and individual counseling were used to fdcilitate these objectives. The prevention of chemical addiction was stressed while working on ways to improve the self-image of these boys. Self-reports by the boys and staff logs of aggressive behavior indicated the boys' behavior had improved. Although anxiety levels remained the same, the boys saw themselves as better able to express their feelings in more appropriate manners. Boys attended weekly Alateen meetings. (Author/ABL)

Descriptors: Adolescents; *Alcoholism; Behavior Change; Children; Counseling Techniques; *Elementary School Students; Family Problems; *Institutionalized Persons; Intervention; *Males; Program Effectiveness; *Self Esteem

ED311313 CG021926
A Program To Increase the Knowledge of Middle School Students in Sexual Education and Substance Abuse Prevention.
Marged, Judith M.
1989
94p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR90

This practicum was designed to increase the knowledge and awareness about sex and drugs of middle school students. The primary goal was to provide current information to the students about pregnancy, sexually transmitted diseases, and adolescent drug abuse. A second objective was to provoke the students into thinking and acting as responsible citizens. Subjects (N=1,445) were approximately 441 sixth graders, 505 seventh graders, and 499 eighth graders. Pretests and posttests were administered to students to determine if learning had taken place through the series of lectures. Interviews were held with students and teachers in order to evaluate presentations. Another school that utilized the same material was evaluated, although the science teachers presented the material to the classes in the second school rather than having one teacher lecture to the entire school. Comparison of the results of the pretest and posttest indicated there was in increase in knowledge following the program. The evaluations indicated that both the teachers and students thought the presentations were informative and useful. The comparison of the two middle schools showed that generally the same facts were learned by the students in both schools. (Author/ABL)

Descriptors: *Alcohol Education; Drug Abuse; *Drug Education ; Intermediate Grades; Junior High Schools; Middle Schools; Pregnancy; Prevention; *Program Effectiveness; *Sex Education Sexuality; Teaching Methods

Identifiers: Sexually Transmitted Diseases

DIALOG File 1: ERIC _ 66-92/FEB.

ED310921 SE050859
Increasing Parental Awareness of the Importance of Math Homework for Third Grade Students.
Mills, Jeanne
1989
115p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB90
Target Audience: Teachers; Practitioners

This practicum was designed to get parents of third grade students more involved in the math homework process. The primary goal was to enlist parents' help at home in the teaching of responsibility and time-management skills, and in the monitoring of the completion and return of this homework. A second aim was to increase the students' overall math achievement through consistent interaction between home and school. First a needs assessment survey was administered; next a parent workshop was held; and finally, a homework monitoring system was developed to bridge the gap between home and school. Results of the practicum show that parents learned the value of math homework, homework monitoring system were administered. Results of parent evaluation shows that parents who learned the value of math homework began to accept more responsibility for encouraging their child to do schoolwork at home, and learned math teaching methods. Through this parental involvement, 41 out of 51 students raised their rate of consistent homework return, and this, in turn, resulted in an increase in their math test scores and overall mathematics grades. The appendices include survey materials, parent workshop transparencies and materials, newsletters, teacher homework data sheets, and letters. Fifteen references are listed. (Author/YP)

Descriptors: *Elementary School Mathematics; Grade 3; *Homework; Mathematical Enrichment; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Mathematics Teachers; Needs Assessment; Parent Influence; *Parent Participation; Parent Student Relationship Primary Education

ED310880 PS018302
Increasing Safety Awareness of Preschoolers through a Safety Education Program.
Pickle, Barbara
1989
44p.; Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB90

A preschool director designed and implemented a classroom safety curriculum plan to increase the safety knowledge of preschool children. Implemented for 10 weeks, the plan consisted of classroom lessons, hands on practice, and activities for music, art, and language development. Parent education articles were sent home to reinforce what the children were doing in school. A workshop was designed for camp counselors and was implemented during camp orientation. Observations and discussions with children, teachers, and camp counselors indicated a favorable change in the children's knowledge and application in all three safety areas: pedestrian safety, poison safety, and water safety. Related materials are provided in 17 appendices. (RH)

Descriptors: *Curriculum Development; Parent Education; *Pedestrian Traffic; *Poisons; *Preschool Children; Preschool Education; Program Effectiveness; Program Implementation; *Safety; Workshops
Identifiers: *Traffic Behavior; *Water Safety

ED310855 PS018229
Utilizing the Resources of Parent Volunteers To Increase Parental Involvement in a Fourth Grade Class.
Su, Hui Fang Huang
1989
78p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB90
Target Audience: Practitioners

A fourth-grade teacher, who was employed to provide a special enrichment program to minority children with above-average academic abilities, designed a practicum to increase parent involvement in her classroom. A parent volunteer questionnaire and an activities survey form were developed to determine the level and nature of parent interest. A parent translator provided information about school events to non-English-speaking parents, and encouraged parents to speak in the classroom. Special incentives were used to increase parent participation. Seminars were planned to update program information, and workshops were conducted to advise and guide parents. In addition, parent-teacher conferences were conducted to inform parents and enlist cooperation. Results suggested that the level of parent involvement was increased by: (1) persuading parents to attempt an activity; (2) finding the right activity for parents; (3) using parents in such roles as translator and caller; (4) providing classroom incentives for children who helped to enlist parent volunteers; (5) involving all children in activities; (6) using community resources; (7) holding positive parent-teacher conferences; (8) maintaining nonbiased

(cont. next page)

opinions about parents; and (9) making sure that parents felt needed. Program evaluation data indicated that the intervention had positive results. (RH)

Descriptors: *Blacks; Check Lists; *Class Activities; Enrichment; Gifted; Grade 4; *Hispanic Americans; Intermediate Grades; *Low Income Groups; Minority Groups; *Parent Participation; Questionnaires; *Volunteers; Workshops

---

ED310764 IR013967

Vitalizing Instruction in the Middle Grades through Staff Development in Technological Methodology.

Violenus, Agnes A.

1989

158p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB90

This practicum was designed to enable teachers in an elementary school to gain the skills required to utilize technological equipment and materials in their classrooms. The primary objective was that teachers would become proficient in the use of technology in their teaching. A second goal was that teachers would use technology to vitalize teaching in the major curriculum areas of reading and mathematics, and in selected other curriculum areas including social studies and science. A series of five hands-on staff development workshops in instructional technology were conducted and teachers in grades three through five were observed in their classrooms using technology in a range of subject areas from reading and mathematics to art and music. These teachers were asked to prepare long range plans in which they specify the extent to which they planned to utilize The results of the practicum were positive. Classroom observations revealed that teachers who attended the workshops were able to utilize technology appropriately and effectively in their lessons. Examination of teachers' long range plans revealed an overall increase in their decisions to employ educational technology in their teaching. (Author/GL)

Descriptors: Classroom Research; *Curriculum Enrichment; Educational Innovation; *Educational Media; *Educational Technology; Elementary Education; Elementary School Teachers; Inservice Teacher Education; *Multimedia Instruction; Observation; Postsecondary Education; Professional Development ; *Teacher Workshops; *Technological Literacy

---

ED310283 CE053104

Emergence of Vocational, Technical, and Occupational Education (VTO-E). Synthesis Paper.

Cupples, Michael Wayne; Tamburello, Gaspare B.

Aug 1989

50p.; Practicum paper, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB90

Significant concepts and emerging implications of technology, development of human capital, and visionary leadership can be applied to the design of vocational, technical, and occupational education to enable such education to meet the needs of today's information and service society. People without functional skills will be the technology illiterates of the future and will be at a serious disadvantage in the workplace. They will be the new have-nots. As the information knowledge base rapidly expands, the number of traditional jobs shrinks, and new jobs demand greater sophistication and preparation. The responsibility of dealing with these educational issues appears to be shifting to industry and the military, from civilian education, in the form of human capital development. Development of human capital provides the link between people achieving personal and career goals and organizations realizing enhanced productivity. Educators must abandon lock-step, competency-based curriculum and devise instructional strategies of higher order critical thinking skills. Education for sustaining an acceptable level of functional literacy will be an integral part of lifelong learning, and part of each worker's day will be devoted to training. Individualized education plans will link identified learning needs with applicable learning resources through online learning systems and networks. Appendices contain a listing of significant concerns, a schedule of presentations at the 1989 Summer Institute, and a second listing (and analysis) of concerns. (72 references) (CML)

Descriptors: Critical Thinking; *Educational Improvement; Functional Literacy; Human Capital; *Labor Force Development; *Relevance (Education); Technical Education; *Technological Advancement; *Technological Literacy; *Training; Vocational Education

Identifiers: *Workplace Literacy

ED310038 SO020137

A Comparison of Music Program Requirements at Selected Christian Colleges for Use as an Articulation Model at Practical Bible Training School. Curriculum and Program Planning.

Kroll, Ronald C.

Jun 1988

65p.; Ed. D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN90

Target Audience: Teachers; Administrators; Practitioners

Music majors at the three-year New York Bible college,

(cont. next page)

Practical Bible Training School (PBTS), have been unable to transfer music credits to other colleges to complete baccalaureate degrees due to a dissimilarity in program requirements. Program requirements at 44 Christian colleges where PBTS graduates were likely to transfer were compared in order to identify common courses at these institutions which could be used as the core of a new, transferable music program at PBTS. Course catalogs were obtained and required courses were analyzed for all 113 music programs according to kind of college (Bible or liberal arts), accreditation status, degree offered, and specific music major. Music theory, music history, conducting, applied music, and ensemble were required by over 80 percent of all music programs. The majors church music, music education, performance, and general music accounted for 84 percent of the programs. Hymnology and church music administration were required by over 80 percent of the programs in each of these majors. A music curriculum consisting of required courses in music theory, music history, conducting, ensemble, hymnology, and church music administration was recommended for PBTS, in addition to courses forming three elective concentrations: (1) church music internship and arranging for church music; (2) elementary, secondary, and instrumental methods for music education; and (3) form and analysis and pedagogy for performance. A 29-item bibliography, appendices containing data analysis, and a list of the college programs that were analyzed are included. (Author/JB)

Descriptors: *Articulation (Education); *Church Related Colleges; College Curriculum; College Transfer Students; Comparative Analysis; Core Curriculum; *Curriculum Development ; Curriculum Evaluation; Music; *Music Education; Postsecondary Education; *Required Courses; Transfer Policy

Identifiers: Practical Bible Training School NY

ED310028 SO020116

A Study of the Relationship between Student Enrollment in First Year/Second Year Science Courses and Gender at Pima College. Societal Factors Affecting Education.

Iadevaia, David G.
May 1989
32p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEJAN90
Target Audience: Teachers; Researchers; Practitioners

A study was conducted on the enrollments of students (N=13,856) in first and second year science courses at Pima Community College, Arizona, over a 5-year preiod. Of those students who passed these courses with a C grade or better (N=5,974), frequency distributions by sex were made. It was found that the distribution of male/female registered as well as male/female passed was approximately 50 percent. Also, females seemed to do better than males in the upper level science courses. An unusually high dropout rate of students who registered for these courses was uncovered, indicating a possible problem with students selecting science courses without adequate preparation. This drop out rate did not affect the male/female ratio regarding passing the course with a C grade or better. Several recommendations are made: (1) that the college maintain programs to keep the enrollments of female science students at current levels; (2) that some form of program be established to allow female science students to interact with female scientists; and (3) that the college study the reason for the high dropout rate of students in the sciences. Six tables and a 12-item bibliography are included. (Author/JB)

Descriptors: *College Science; College Students; Community Colleges; Data Collection; Data Interpretation; Dropouts; Enrollment; Grades (Scholastic); Public Schools; *Science Education; *Science Instruction; *Sex Bias; *Sex Differences; Social Science Research; Surveys; Two Year Colleges

ED309925 SE050753

Comparing the Effect Upon Students Who Are Taught Nursing Math in the Classroom with Students Who Do Not Experience the Nursing Math Course.

Harrell, Brenda McCane
Feb 1987
32p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN90
Target Audience: Teachers; Practitioners

This ex-post facto, quasi-experimental study was conducted to determine whether students taught nursing math in the classroom did better than students who did not take the nursing math course in the classroom. First-year students enrolled in the Long Beach City College Associate Degree Nursing Program were selected as the treatment sample. Thirty randomly selected students who did not enroll in the course were compared to the treatment group. The t-test was used to determine if the group that took the math course did significantly better on the "Medication Math" examination than the group who did not experience the course. The t-test revealed that there was no significant difference at the .05 level between the two groups. It is recommended that while a formal math couse should not be required, the practice of requiring students to take the independent study module for nursing math should be continued. It is also recommended that faculty should give attention to the math scores of entering students. A sample "Medication Math" test containing 30 multiple-choice items is appended. (Author/YP)

Descriptors: *College Mathematics; Higher Education; *Mathematical Applications; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Mathematics

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Skills; *Mathematics Tests; *Nursing Education; *Two Year College Students

---

ED309890 PS018281

Designing an Instructional Program To Meet the Individual Needs of Kindergarten Children.

Dickerson, Mary P.
1989
44p.; Ed.D Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN90
Target Audience: Practitioners

A kindergarten teacher used a classroom learning center approach to design and implement a practicum establishing a child-centered learning environment in her classroom. Several learning centers, including centers for math, language arts, and nutrition, were set up. Twenty-three children received individual assignments through the use of file folders. Centers allowed children to move freely as they performed tasks and met the goals set for them. A reward system was established to motivate children to finish tasks in an acceptable manner. Simple rules, which were enforced at all times, were used in monitoring children's behavior. Instructional materials were coordinated with state and local curriculum requirements. Several checklists were developed and used to assess children's learning. Practicum evaluation data indicated positive results. Mastery was achieved in several areas of instruction by the end of the 12 weeks of implementation. Documentation forms and evaluation instruments are appended. (RH)

Descriptors: *Academic Achievement; English Instruction; *Individualized Instruction; *Kindergarten; *Learning Centers (Classroom); Mathematics Instruction; Nutrition; Primary Education

---

ED309377 CG021843

Implementation of a Learning Program To Train Adolescent Mothers To Live Independently.

Brown, Kathie
1989
38p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: THESIS (042); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEJAN90

Because of a lack of training, most adolescent mothers are not prepared to live independently. Accordingly, a learning program was designed to improve training for adolescent mothers to better prepare them for living independently. The learning program, implemented in 10 weeks, consisted of eight training sessions geared to the areas of basic life skills, such as obtaining services, money management, employment, transportation, housing, meal preparation, home maintenance, and leisure time activities. Each session focused on specific goals and was conducted by professionals within the community. The participants completed a pretest/posttest and a pre/post-survey evaluating their perceptions of their skills. The pre/post-survey was also completed by the case manager of the young mothers. The mothers exhibited improved lifeskills as evidenced by their scores on the pretests/posttests and also appeared to have improved their self-images and how others perceived their lifeskills through their participation in the program. (Author/TE)

Descriptors: *Adolescents; Community Programs; Community Services; *Daily Living Skills; *Early Parenthood; *Independent Living; *Mothers; One Parent Family; Skill Development; *Youth Programs

---

ED309376 CG021842

Runaway and Homeless Youth: A Three Phase Differential Response Which Provides Crisis Intervention, Assessment, and Long-Term Programs--Both Residential and Non-Residential--for Adolescent Males and Females 16-21 Years of Age.

Faye, Michael
1989
69p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: THESIS (042); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN90

A practicum at a crisis intervention center in the middle of a large Canadian city in Ontario was designed to offer crisis intervention, shelter, and non-residential support for runaway and homeless youth, ages 16 to 21, who lived on the streets or in emergency shelters. The practicum provided an opportunity for program staff to develop a three-phase differential response which would offer a choice of support programs for the client. Three multidiscipline workgroups were assembled, and their respective tasks were to develop one of the three phases: crisis intervention, assessment, or long-term care. The activities of the workgroups were monitored with support from a senior management group composed of a social work consultant, a consultant psychiatrist, the executive director, and the director of clinical resources. The workgroups developed program descriptions for the three phases based on a research-based conceptual framework and feedback from clients, from agency staff, and from other youth-serving agencies. These program descriptions provided the groundwork for further development and follow-up activity. (References are included, and questions presented to social service agencies, to youthful clients, and to staff are appended, along with in-depth descriptions of each phase of the program.)

(cont. next page)

(Author/TE)

Descriptors: Adolescents; *Community Programs; *Crisis Intervention; Foreign Countries; Homeless People; *Psychiatric Services; *Runaways; *Social Services; Social Support Groups; Social Workers; Youth Problems

Identifiers: Ontario

ED309257 CE052868

Increasing Secondary Student Enrollment in a Vocational Child Care Services Course through a Marketing Plan.

Wilson, Judy Lacy
1989
111p.; Ed.D. practicum paper, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN90

This practicum met its goals of increasing enrollment in an inner city high school vocational home economics course on child guidance, care, and management services; increasing students' and counselors' knowledge about the course; and providing audiovisual and printed materials to help students make an informed selection of the course. The strategy undertaken to accomplish these goals included guidance counselor inservice orientation, a teacher-developed handbook, development and dissemination of recruitment/marketing materials for students, and open discussion through classroom visitations and guided tours of the child care services program. Before the practicum activities, only 11 of 339 students selected the course for the 1987-88 school year, only two of six counselors possessed sufficient knowledge of the course to counsel students adequately about it, and no audiovisual or print materials existed that explained the advantages or disadvantages of child care as a career option. After implementation of the practicum activities, enrollment for the 1988-89 school year rose by 335 percent within a 12-week period; all six guidance counselors scored 90 percent on a questionnaire that tested their knowledge of the course; and posters, flyers, and a brochure about the course had been developed. The document includes a nine-item bibliography and 12 appendices. The appendices include copies of survey instruments used and copies of printed materials developed. (CML)

Descriptors: *Child Care Occupations; Counseling Effectiveness; *Course Selection (Students); *Enrollment Influences; Enrollment Trends; High Schools; Inner City; *Marketing; *Occupational Home Economics; Practicums; *Student Recruitment

---

ED308975 PS018170

Improving Homework Performance at the Junior High Level.

Parkhurst, Kathleen J.
1989
115p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC89

An elementary school principal designed and implemented a practicum study to improve the homework performance of junior high students. Goals of the practicum were to: (1) decrease the number of students who received failing grades due to incomplete or missing homework; and (2) establish a district homework policy which would provide a guideline for teachers designing homework assignments and result in positive academic results for students. In conjunction with teachers in grades three through eight, a homework policy was developed and implemented for a seven-month period. After implementation, parents, students, and staff were surveyed to determine whether the policy was supported by all groups and was effective in increasing the number of assignments completed and handed in. Practicum evaluation data indicated that outcomes were positive: there was a significant decrease in the number of students failing a course due to incomplete homework. Teachers learned that parents were supportive of homework. Parents took an active role in working with children at home. Students believed that the amount of homework assigned daily was satisfactory. All groups stated that they believed that homework is essential for academic success. Appendices provide a statement of the homework policy, survey instruments used, and related materials. (RH)

Descriptors: *Homework; Junior High Schools; *Junior High School Students; Parent Role; *Policy Formation; School Districts; *School Policy; *Student Improvement; Teacher Role

Identifiers: *Policy Implementation

ED308905 JC890340

A Study of Full-Time Faculty Burnout at Evergreen Valley College.

Johnson, Tanya
May 1989
139p.; Major applied research project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC89

In fall 1988, a study of full-time faculty and staff was conducted at Evergreen Valley College (EVC) to identify factors contributing to burnout and to create opportunities to alleviate the problem. The Maslach Burnout Inventory (MBI) was used to assess the level of burnout among full-time faculty, administrators, and classified staff at EVC and among full-time faculty at San Jose City College (SJCC). Subsequently, follow-up interviews were conducted with 24 EVC instructors whose MBI scores indicated that they were

(cont. next page)

experiencing burnout. In addition, interviews were conducted with personnel at institutions that, like EVC, had functioned under a cluster system, in which semi-autonomous units incorporating faculty from all disciplines existed within the college to provide a home base for students. Study findings, based on survey and interview responses and comparisons with a similar study conducted in 1985, included the following: (1) full-time faculty burnout was a significant problem at both EVC and SJCC; (2) the cluster system contributed to the burnout of some faculty; (3) none of the institutions previously organized as cluster colleges were still using the cluster system; (4) gender, ethnicity, and length of service were not significantly related to burnout; (5) 15 EVC faculty and staff who showed no symptoms of burnout in 1985 were experiencing the problem in 1988; and (6) major contributors to burnout were treatment of faculty, budget concerns, administrative style, the cluster system, communication problems, and environmental problems. Based on study findings, it was recommended that the college change from a cluster system to a division-department system. (JMC)

Descriptors: *Cluster Colleges; Community Colleges; Educational Trends; Interviews; Job Satisfaction; Organizational Climate; Questionnaires; School Organization; School Surveys; *Teacher Attitudes; *Teacher Burnout; Two Year Colleges

Identifiers: *Evergreen Valley College CA; *Maslach Burnout Inventory

---

ED308494 CS009729
Increasing Literature Appreciation and Recreational Reading Behavior of Intermediate Grade Students.
Chisom, Yvette L.
1989
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC89

A study examined the effectiveness of a program designed to increase literature appreciation and recreational reading of intermediate grade students. Subjects, 460 students an all-black midwestern city, recorded the amount of time spent reading at home, were observed by their teachers during reading periods to evaluate on-task behavior, were required to read in three additional literary genres, and were encouraged to increase their recreational reading to 100 minutes per week. Results indicated that: (1) 74% of the students engaged in at least 15 minutes of reading at home per day; (2) 86% of the assignments given during reading periods were completed; (3) 84% of the students read in at least three additional genres; and (4) 90% of the students developed voluntary reading behavior and increased the number of minutes read per week to 100. (Five tables of data are included; 29 references, the survey instruments, and sample reading logs are appended.) (RS)

Descriptors: Intermediate Grades; *Literature Appreciation; *Parent Student Relationship; Reading Attitudes; Reading Habits; Reading Research; *Recreational Reading; Teacher Participation; Time on Task; Urban Schools

Identifiers: *Reading Motivation

ED308459 CG021802
Using Group Counseling To Reduce Disruptive Behavior and Enhance the Self-Esteem of Eighth Grade Students.
Bunish, Norbert T.
May 1989
100p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC89

This practicum addressed the problem of eighth grade students repeatedly being referred to the school administration because of their disruptive behavior. The maladaptive behavior resulted in diminished student academic performance and adversely affected the students' self-esteem. A group counseling program was implemented which focused on values, self-esteem, interpersonal relations, self-discipline, and the transition into high school for eighth grade students (N=71). Results showed that, for the eighth grade students as a group, parental involvement increased while the number of referrals for disruptive behavior and unsatisfactory grades decreased. The results suggest that a group counseling program, combined with increased parental involvement, benefits all students, not just those experiencing difficulties. The program can help reduce the number of referrals for maladaptive behavior, improve the students' self-esteem, and reduce the number of unsatisfactory grades caused by poor work and social habits. (Author/ABL)

Descriptors: Academic Achievement; Adolescents; *Behavior Change; Behavior Problems; *Grade 8; *Group Counseling; Junior High Schools; Parent Participation; *School Counseling; Self Control; *Self Esteem; Values

---

ED308391 CE052822
Identification of Teaching Strategies for the Middle Aged and Older Adult Nursing Student at Long Beach City College.
Harrell, Brenda McCane
Nov 1987
57p.; Ed.D. practicum paper, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC89

A study was conducted to identify teaching strategies that may be used by nursing faculty in teaching middle-aged and

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

older nursing students. Four first- and second-year instructors of the Long Beach City College (California) Associate Degree Nursing Program were chosen as the panel of experts to participate in the investigation. A thorough review of the literature was conducted to obtain teaching strategies for use with middle-aged and older students. Each step in the process of identifying the teaching strategies was presented to the panel of experts, who were asked to review the materials. The materials were then revised in accordance with the panel's recommendations. The revised materials were then presented to the expert panel for their approval, and the process was continued until the materials were approved as presented. The teaching strategies included the following: lecture, discussion, inquiry, role playing, group process, and outside activity. Teaching strategies were matched with each of the modules in the nursing program. Recommendations were made that the teaching strategies be used in the spring of 1988 and that provisions be made for validating the use of the teaching strategies after they have been in effect for 1 year. (The document includes 22 references and guidelines for selecting teaching strategies.) (Author/KC)

Descriptors: *Adult Learning; Adult Students; *Andragogy; Classroom Techniques; Instructional Materials; Material Development; *Middle Aged Adults; Nurses; *Nursing Education; *Older Adults; *Teaching Methods; Two Year Colleges

Identifiers: Associate Degree Programs; *Long Beach City College CA

ED308087 SE050693
Positive Experiences To Lessen Mathematics Apprehension in Fifth Grade Students.
Donato, Marjorie
1989
113p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV89
Target Audience: Researchers; Teachers; Practitioners

A course of study was researched, designed, and implemented by the writer to learn mathematics apprehensions of fifth grade students. The primary goal was to reduce mathematics apprehension through positive mathematics experiences at home as well as in school. The objectives of the program were to develop a more positive feeling about mathematics by finding success in completing daily assignments and increasing proficiency in mathematics, and to foster a positive feeling about mathematics in general. The writer discussed positive mathematics feedback and modeling of problems with the parents of the participants, set up a mathematics activity and problem solving center, and encouraged students to ask questions while giving them positive feedback and encouragement. Appendices include: (1) "Math Inventory"; (2) "Attitude Survey"; (3) "Math Test Pre/Post"; (4) "Positive Phrasing/Parent Handout"; (5) "Assignments Tally Sheet"; (6) "Questions Asked Tally Sheet"; (7) "Weekly Log"; and (8) "Math Apprehension Survey." Seventeen references are listed. (Author/DC)

Descriptors: Attitude Measures; *Elementary School Mathematics; *Grade 5; Intermediate Grades; Learning Activities; Mathematics Achievement; *Mathematics Anxiety; Mathematics Instruction; Parent Participation; Problem Solving ; *Student Attitudes; *Student Motivation; Surveys; Teacher Developed Materials; Teaching Methods; Word Problems (Mathematics)

ED308000 PS018068
Increasing Preventive Health Care in Young Children through Parental Involvement.
Mack, Sarah L.
1989
132p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV89

A health specialist serving a child care program in a metropolitan ghetto implemented a practicum to increase parent involvement with the health needs of their children. Goals were to: (1) ensure preventive and follow-up health care of children by increasing parents' use of medical resources; and (2) provide continuous education to parents in pediatric preventive health care and therapeutic practices. To attain these goals, a 12-week program for 100 parents (mothers) of preschool children was implemented. Three workshops covered comprehensive and preventive health care for children. Surveys tracked parents' inhibitions and unease toward community clinics. A system of communication was established between the centers and clinics. Practicum evaluation data indicated that all parents met the educational objectives. Aided by extensive reinforcement and cooperation by centers and clinics, 96 of 100 parents kept their children's ongoing appointments. It is concluded that when parents are provided the opportunity, they can learn preventive and curative well-child health concepts. If the atmosphere for learning is a nurturing environment with parents and providers sharing equal partnership in children's health, parents will assume responsibility. Related materials are appended. (RH)

Descriptors: Agency Cooperation; *Comprehension; *Disadvantaged Youth; Family Health; *Health Needs; *Health Services; Intervention; Low Income Groups; *Parent Participation; Preschool Children; Preschool Education; *Prevention; Workshops

Identifiers: Child Health; *Child Health Care

ED307556 CG021726

Alternatives for Families: Emergency Shelters and Transitional Programs That Identify, and Treat those Problems that Lead to Family Dissolution and Homelessness.

Humphrey, James Stewart
1989
59p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIENOV89

Multi-problem families are at risk of dissolution and homelessness. Cultural, social, economic, educational and family structural problems and differences often bring unbearable pressure upon families. Traditionally, a single problem or a family member was identified as the causal factor. Quite often a family member was removed from the home. Sometimes the family was uprooted. This project attempted to identify and treat those problems that led to the homelessness or the threat of homelessness for six families. Strengthening the existing family as a unit prevented unwanted separation of family members. Sheltering the entire family preserved family structure and integrity. Identifying and treating those factors that led to homelessness helped to reduce the likelihood that dissolution of the family and other incidents of homelessness would occur in the future. Getting basic needs met as early as possible is of utmost importance. Little lasting change can take place when clients are deprived of basic needs, depressed, or on drugs. Programs of this nature need an interactive, subsidized day care facility near each family. A comprehensive manual will be developed and distributed to interested parties. (Author/ABL)

Descriptors: *Counseling Services; *Family Problems; Family Relationship; Family Structure; *Homeless People; *Prevention

ED307512 CG021672

Developing Positive Peer Relationships in Middle School Using Inservice Training, Group Work and Social Activities.

Innes, Ruth S.
1989
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV89

A practicum was designed to improve the quality of peer interactions among seventh and eighth graders in a private elementary-secondary school. The goals of the practicum were to facilitate positive peer interactions among the middle school students, create a more positive atmosphere in the middle school, and develop positive attitudes toward working together in classroom projects. Surveys were administered to teachers and students before and after implementation of the practicum components. Inservice programs addressing the needs of adolescents were implemented for the teachers, counseling groups were organized for interested students, the Friday night activities for students were planned. Comparison of responses to the pre- and post-questionnaires completed by both teachers and students revealed that there was a positive change in the quality of interactions among the middle school students and that students were more cooperative in working together on group projects following implementation of the practicum. (Author/NB)

Descriptors: Adolescents; Change Strategies; Grade 7; Grade 8; *Group Counseling; *Inservice Teacher Education; Interpersonal Competence; Junior High Schools; *Junior High School Students; *Peer Relationship; *Social Life; Student Attitudes; Student Behavior; *Student Improvement; Teacher Attitudes

ED307098 RC017111

The Development of Proactive Interventions in a Native Group Home. Practicum Report.

Hanley, D. Lynn
1988
69p.; M.S. Practicum, Nova University. Color graphics in appendices may not reproduce well.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

Cree culture emphasizes non-interference in the affairs of others and delaying actions until the "right time." These values were an obstacle to developing proactive interventions in two adolescent group homes in Cree Territory, in northern Quebec. Group home houseparents and child care workers were native Crees chosen for their traditional orientation, and had considerable experience with youths but little formal education. The non-native group home coordinator facilitated a staff training program designed to integrate Cree traditions with generally accepted practices of treatment planning. Program participants translated non-native concepts by creating the term "Cree Helping Circle" to encompass the people involved in the intervention process, and by naming the treatment plan "Helping Path Plan." The plan outlined the reasons the youth was in care, the youth's destination after care, and criteria for success, and also defined goals, tools to achieve goals, helpers, and the "right time." Other program achievements included (1) expansion of the role of tribal elders and incorporation of legends and the Medicine Wheel in Helping Path Plans; (2) elimination of houseparents' fear of dealing with crisis issues through inclusion of other persons in decision-making; and (3) completion of a model treatment plan. This report contains 11 references. Appendices include a bilingual (Cree/English) community brochure explaining group

(cont. next page)

home services, notes on Medicine Wheel presentation, and a sample Helping Path Plan. (SV)

Descriptors: Acculturation; Adolescents; American Indians; Canada Natives; Cross Cultural Training; Foreign Countries; *Foster Care; *Group Homes; Helping Relationship; *Intervention; Planning; *Staff Development; Youth Programs

Identifiers: *Cree (Tribe); *Cultural Integration; Cultural Relevance; Quebec

ED307056 PS018005

Development of a Foreign Language Program for Pre-School Children.

Blake, Susana S.
1988
51p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

The director of an Early Childhood Development Center located in the Southeast United States developed a practicum to provide Spanish instruction for preschool children. The main goal of the practicum intervention was to increase the Spanish vocabulary of 18 children of 5 years of age by 30 words over a 10-week period. Spanish words were presented simultaneously with American Sign language so that a physical motion was related to each word taught. Instruction was conducted with materials in the Peabody Language Development Kit. Children received 15 minutes of instruction per school day. The program was administered by an individual who was bilingual and had degrees in foreign language education and early childhood education. Pre- and post-study evaluations of the children's Spanish vocabulary were conducted by means of a formal checklist, sentence translation, and flash cards. Practicum evaluation data indicated favorable outcomes in children's skill acquisition and enthusiasm for the subject matter. Feedback from educators and parents was also positive. Based on the positive findings, the program was continued in the setting of its original implementation. Plans were made for further development and dissemination. Related materials are presented in six appendices and include survey and evaluation forms and Spanish vocabulary in sign language. (RH)

Descriptors: American Sign Language; *Curriculum Development ; Educational Innovation; Instructional Materials; Manipulative Materials; *Preschool Children; Preschool Education; Program Effectiveness; *Second Language Instruction ; *Spanish; Visual Aids; *Vocabulary Development

ED307055 PS018004

Improving Behavior of Kindergarten Children through Effective Training and Communication.

Brown, Patricia
1989
115p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

A kindergarten teacher working at a school on a military base located on an island in the North Atlantic used improved methods of communication to design a practicum intervention to improve the behavior of kindergarten children who resided on the base. The goal of the practicum was to improve the behavior of the children through: (1) frequent written and phone communications between home and school; (2) a monthly newsletter; (3) provision to parents of information about youngsters in the class; (4) various aids to parenting; and (5) answers to questions that parents had asked about procedures, practices, and curriculum. Four scheduled parent workshops provided specific information on behavioral difficulties, the importance of nutrition for the kindergarten child, the child at-risk for learning problems, and practical ways to help the young school child. Findings of practicum evaluation efforts indicated positive outcomes. Plans have been made to continue the program. The appendices include kindergarten handbook materials (about 40 pages), parent questionnaires and results, and a readiness test and scores. (RH)

Descriptors: *Behavior Change; *Behavior Problems; *Interpersonal Communication; Interviews; *Kindergarten Children; Learning Activities; Military Personnel; Newsletters ; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Primary Education; Workshops

Identifiers: *Dependents Schools

ED307054 PS018003

Ensuring Consistent Program Philosophy and Quality Standards to Multiple Child Care Sites.

Meranda, Keri Campsey
1989
97p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Nevada
Journal Announcement: RIEOCT89

The head teacher of a child care organization implemented a practicum intervention designed to establish complete and clear procedures, guidelines, and standards of quality for staff members. As a result of the practicum intervention, it was expected that at the end of 10 weeks: (1) the staff at the child care center would support a plan for educational quality as indicated by the poll that was administered; (2) four of five colleagues would rate the quality plan as a successful approach to maintaining consistent philosophy and standards in a multiple site organization; and (3) six of eight members on the center's Board of Directors would evaluate the plan for

(cont. next page)

quality as appropriate for implementation by managerial staff. Responses to evaluation questionnaires were positive with respondents agreeing that the plan and related materials would ensure consistent philosophy and quality. The plan and materials will be used in working with staff to maintain a consistent philosophy as the organization expands. Appendices provide sample questionnaires and written program materials on guidance and discipline, curriculum guidelines, and general program philosophy. (RH)

Descriptors: *Day Care; Early Childhood Education; Educational Philosophy; *Educational Quality; Program Effectiveness; *Reliability; *School Expansion; *Standards; *Teacher Responsibility

---

ED307053 PS018002

Promoting Prosocial Behavior To Nurture Caring in Head Start Teachers and Children.

Irving, Virginia
1988
112p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

A Head Start education coordinator who supervised personnel associated with nine child care centers implemented a practicum intervention designed to provide a program of cognitive and affective learning experiences that would help teachers and parents nurture prosocial behaviors in preschool children. A total of 23 teachers and teacher aides, 222 children of 4 years of age, and 8 parent volunteers participated in the intervention. Teachers and parents read books with prosocial content to the children. Children and teachers viewed 15 pretaped segments of the "Mister Rogers Neighborhood" television programs. Seminars on social learning theory for parents and teachers were conducted, and teachers and teacher aides participated in a workshop on role-playing. Practicum evaluation data indicated that teachers and teacher aides had increased in awareness of social behaviors and were using role-playing techniques with increased effectiveness. By the end of the intervention, participating children exhibited increased frequencies of helping, sharing, caring, and donating behaviors. Appended materials are related to behavioral observations and records of change, seminar agendas, parent participation, and reading materials for children. (RH)

Descriptors: *Child Caregivers; Compensatory Education; *Day Care; Mass Media Use; Parent Participation; *Preschool Children; Preschool Education; *Prosocial Behavior; Reading Materials; Role Playing; *Student Improvement; *Teacher Improvement; Television Viewing

Identifiers: Mister Rogers Neighborhood; *Project Head Start

ED307052 PS018001

Establishing an In-House Information and Referral Service at a Corporate On-Site Child Care Center.

Ward-Cameron, Kathy
1989
33p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

The manager of an on-site corporate child care center located at a medical center in the southeastern United States implemented an in-house information and referral service to assist parents attempting to locate appropriate temporary child care near their homes or work-sites. Medical center employees were given a detailed listing of all child care centers located within a five-mile radius of the hospital and the telephone numbers of two local child care resource and referral agencies from which they could obtain listings of family day care homes and child care centers near their homes. Additional information was provided to help parents select a setting that offered high quality care. Practicum evaluation data indicated that a high percentage of parents requesting assistance from the service found places in alternative child care settings. Related materials are appended, including survey forms. (RH)

Descriptors: *Day Care; Early Childhood Education; *Employer Supported Day Care; Fringe Benefits; *Hospitals; *Information Services; *Placement; Program Effectiveness; *Referral

Identifiers: *Temporary Child Care

ED307051 PS018000

Increasing Home and School Involvement of Parents of Primary Grade Students through Communications, In-Service Training, and Workshops.

Russell, Milicent D.
1989
116p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

A second-grade teacher implemented a practicum intervention designed to increase involvement of black parents in their children's educational and social development during the primary school years. Practicum goals were to improve social development of the students; increase the number of volunteers who had fulfilled city requirements; and increase parents' attendance at monthly PTA meetings and discussion and training sessions. Teacher and parent surveys revealed that teachers wanted parents to volunteer their services if the parents were first given workshops that would address school rules,

(cont. next page)

classroom protocol, and volunteer responsibilities. Parents were interested in participating in school activities but either lacked the skills, felt intimidated, or did not recognize the need for their participation. The parent volunteer program that was implemented trained teachers and parents. Volunteers were provided with teaching strategies and instructional materials. Discussion sessions gave parents the opportunity to exchange information and ask questions. Practicum evaluation data indicated that outcomes were positive. The number of special, regular, and home-based volunteers increased. Students developed academically and socially due to increased instruction and attention from teachers and parents. Related materials are appended, including the results of teacher and parent surveys and sample activities calendars. (RH)

Descriptors: *Academic Achievement; *Blacks; Elementary School Students; Inservice Teacher Education; *Parent Participation; Parents; Primary Education; Program Effectiveness; *Social Development; *Student Improvement; Volunteers; *Volunteer Training

ED307050 PS017999

Increasing the Availability and Usage of Mathematics Manipulatives in K-2 through Effective Related Staff Development Activities.

Yeatts, Karol L.
1989
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

A first-grade teacher implemented a practicum intervention designed to increase the availability and use of manipulative materials for mathematics activities in kindergarten, first-, and second-grade classes. Primary goals were to: (1) provide teachers with the understanding and competence needed to incorporate the use of manipulative materials into their mathematics instruction; (2) increase student and teacher use of manipulative materials; and (3) increase availability of reference publications related to mathematics instruction in primary grades. In the effort to reach these goals, a teacher questionnaire was administered, the availability and use of selected materials was assessed, an inventory of publications was made, workshops for teachers were presented, fund-raising activities were developed, and the effectiveness of the intervention was evaluated. Practicum evaluation data indicated that the intervention had positive effects. There were significant gains in availability and use of the selected materials. Teachers indicated that the related staff development activities helped them gain understanding and competence in integrating manipulatives into their regular course of mathematics instruction. Related materials in six appendices included: (1) teacher questionnaire; (2) survey of availability and usage of selected materials; (3) inventory of mathematics resource/reference publications; (4) teacher observation checklist; (5) weekly log; and (6) staff development activities rating scale. (RH)

Descriptors: *Elementary School Students; Grade 1; Grade 2; Inservice Teacher Education; Kindergarten; *Kindergarten Children; *Manipulative Materials; *Mathematics Instruction; Primary Education; *Program Effectiveness; *Program Improvement

ED307049 PS017998

Improving Stress-Related Behavioral Indicators in the Preschool Classroom through Prevention and Intervention.

Warm, Rochelle
1989
68p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

The director of a child care facility implemented a practicum designed to assist preschool children with coping strategies. Of a class of 26 children, 8 males and 5 females were physically aggressive; 9 males and 5 females were verbally aggressive; and several children were antisocial, or exhibited withdrawal, disturbed, or immature behaviors. The primary goal of the intervention was to reduce behavioral indicators of stress in the classroom. A three-phase solution strategy was attempted. Intervention included the use of bibliotherapy involving parents and their children, in-service workshops that familiarized teachers with stress management techniques, and implementation of the Developing Understanding of Self and Others (DUSO) affective education curriculum. Practicum evaluation data indicated positive outcomes. Children began to request the DUSO program on a daily basis and continued to request it after the intervention. Related materials are provided in 13 appendices containing statistical graphs, survey and evaluation forms and a sample of the weekly log. (RH)

Descriptors: *Behavior Problems; *Bibliotherapy; Coping; Day Care; Early Childhood Education; Humanistic Education; Inservice Teacher Education; *Preschool Children; Program Effectiveness; *Stress Management; *Stress Variables

Identifiers: *Developing Understanding of Self and Others

ED307048 PS017997

Improving Administrative Services and Developing Positive Attitudes and Communication through Interdepartmental Training.

Greene, Lorna H.
1988
78p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.

(cont. next page)

Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

The director of a Head Start Day Care and Family Resource Center (which is the only licensed group child care and early childhood education facility serving Native Americans in the rural southwest) implemented a practicum intervention designed to inform the tribal central finance office about the goals and financial needs of the child care center. Specific aims were to: (1) improve service from the finance office to the center; (2) increase the knowledge of the finance office staff about the operation and administrative needs of the center and vice versa; and (3) improve the attitude of the staff of each program and office concerning the staff of the other program and office. Appropriate areas for in-service training were identified through administration of a questionnaire designed to obtain baseline data on current knowledge and through informal interviews with members of both staff groups. Subsequently, eight training sessions were conducted by the center director for the finance staff, and finance staff provided two training sessions for the center staff. The sessions covered philosophy, goals, activities, and financial needs. Evaluation data indicate the positive outcomes of the intervention. Related materials are included in 10 appendices and include: (1) findings and recommendations; (2) correspondence from federal funding agency; (3) questions and responses from informal interviews; (4) two examples of staff meeting agenda; (5) pre-post training questionnaire and responses from pre-training administration; (6) one example of center staff meeting agenda; (7) training plan; (8) memo to finance staff, re: training; (9) personnel breakdown and vendor list and supplies; and (10) example of project progress notes. (RH)

Descriptors: *Agency Cooperation; *Attitude Change; *Categorical Aid; *Communication Problems; Compensatory Education; Coordination; Day Care; Early Childhood Education; Program Effectiveness; *Reservation American Indians

Identifiers: *Interdepartmental Training; *Project Head Start

ED306544 CS009641

Encouraging Third Grade Students To Participate in Recreational Reading through Attitude Improvement and Motivational Techniques.

Johnston, Arlene M.
1988
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT89

A study evaluated a program designed to improve the reading attitude of students who had the skills to read independently but chose not to during their recreational reading time. Subjects, 25 third grade students enrolled in a public school in a rapidly growing city in Florida, performed in the 80th percentile or above on county, state, and national reading tests but were not actively involved in reading for pleasure, displaying a negative attitude toward reading as an activity choice. Subjects participated in a three-month program of attitude improvement and motivational techniques to encourage reading as a recreational activity, which included scheduling class time for recreational reading, putting less stress on the completion of workbook pages, introducing books by author, and implementing a reward system. Results indicated that 22 of the 25 subjects improved in attitude, reporting that they considered reading to be a pleasurable activity. Parents reported that 21 of the 25 students read magazines, books, and newspapers at home as a leisure time option. (Eight tables of data are included; and 19 references and survey instruments, a teacher's log, and correspondence are attached.) (RS)

Descriptors: *Attitude Change; Grade 3; *Motivation Techniques; Practicums; Primary Education; *Program Evaluation; Reading Attitudes; Reading Research; *Recreational Reading

Identifiers: *Reading Motivation

ED306444 CE052420

Nurses' Perceptions on the Shortage of Nurses and Enrollment Decline in Nursing Programs and Means to Increase Student Nurse Enrollment in Arizona.

Jones, A. Louise
Apr 1989
136p.; Doctoral research project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (040); RESEARCH REPORT (143)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEOCT89

A case study investigated three specific concerns related to the shortage of nurses and the decline in enrollment in nursing programs: (1) identification of reasons for the nursing shortage and enrollment decline; (2) identification of weaknesses in nursing that have contributed to the shortage of nurses and enrollment decline; and (3) identification of strengths in the nursing profession that could attract people to nursing. Data were collected through an extensive literature review; interviews with nurse leaders, nurse educators, and practicing nurses in Maricopa County, Arizona; and mailed questionnaires to two random samples of 700 registered nurses who work in Arizona. Nurses identified several major issues as causes for the nursing shortage and enrollment decline in nursing programs. The issue that was repeated most frequently related to the lack of adequate financial compensation. Many respondents also believed that nursing has a poor image because of poor general working conditions and the way the media depict nursing. Recommendations based on the findings of the study included more nurse and nurse-educator representation on committees

(cont. next page)

that have an impact on nursing salaries, more networking among nurses, assertiveness training for nursing students, and increased public relations and recruiting efforts for the nursing profession in general and for the Phoenix College nursing program in particular. (44 references.) (KC)

Descriptors: Demand Occupations; Employment Patterns; Enrollment Influences; Higher Education; Labor Supply; *Labor Turnover; *Motivation; *Nurses; Nursing; *Nursing Education; Program Improvement; Promotion (Occupational); *Salaries; *Student Recruitment

Identifiers: *Phoenix College AZ

ED305837 HE022371

A Comparison of Baccalaureate Degree Credit Hour Requirements at Selected Bible Colleges. Emergence of Higher Education in America.

Kroll, Ronald C.; Cooper, Phyllis S.

Sep 1988

81p.; Ed.D. practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); DISSERTATION (041); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP89

A practicum comparing the baccalaureate degrees and credit hour requirements for degrees offered by institutions accredited by the American Association of Bible Colleges (AABC) to identify appropriate norms at colleges like Practical Bible Training School (PBTS) is presented. A questionnaire was sent to chief academic officers at the 96 AABC member and candidate schools to gather data on the degrees offered and the number of credit hours needed for the total program, Bible and theology, general education, the major, and the minor (and 80% responded). Results include the following: six degrees were offered by over 10% of the AABC institutions (Bachelor of Arts, Bachelor of Science, Bachelor of Theology, Bachelor of Religious Education, Bachelor of Music, and Bachelor of Sacred Music); Bachelor of Arts and of Science were the only ones offered by over half of the colleges; Bachelor of Theology and of Religious Education were found to have regional significance in the Midwest and Canada, as was Bachelor of Music in the Midwest and of Science in the Northeast; and average credit hours for the degrees ranged from 123 to 154 for total credits, 37 to 46 for credits in Bible and theology, 34 to 46 for general education, and 33 to 72 for the major. The six common AABC degrees were recommended for the initial degree offered by PBTS. Five appendices offer the following: the number of different academic degrees in use in 1960 listed by academic discipline, baccalaureate degrees offered by 106 Christian colleges in 1987-88, Bible colleges participating in the study, the questionnaire, and credit hour requirements by region, enrollment, and accreditation category for each degree. Tables are included. Contains 36 references. (SM)

Descriptors: *Academic Standards; Accreditation (Institutions); *Bachelors Degrees; *Church Related Colleges; *College Credits; Comparative Analysis; *Degree Requirements; Degrees (Academic); General Education; Higher Education; National Surveys; Questionnaires; *Required Courses; Theological Education

Identifiers: American Association of Bible Colleges; *Bible Colleges; Practical Bible Training School

ED305814 EC212765

The Development and Implementation of a Training Program through Slides To Facilitate Parent Involvement in the IEP.

Gorny, Bethanie

23 Nov 1988

96p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP89

The practicum addressed the problem of lack of parent involvement in the development of IEPs (Individualized Education Programs) for their handicapped children, through development of a slide program and associated materials. The program attempted to educate parents regarding the IEP process, their role in it according to Public Law 94-142 (The Education for All Handicapped Children Act), and methods for best executing that role. The slide program and accompanying take-home workbooks were developed and presented to six child advocacy groups. A sample of 11 parents was drawn from volunteers attending the presentations and was followed by the investigator throughout a 5-month period of IEP development. Results indicated that all 11 parents increased their knowledge of PL 94-142, the IEP process, and their role in that process; and all successfully applied their new knowledge and advocacy skills during IEP development. Nine of the parents also reported increased feelings of satisfaction with their schools with no parents contemplating the initiation of due process actions. All the parents felt the slide presentation and workbook helped them to understand the special education process considerably better. (Author/DB)

Descriptors: Child Advocacy; *Disabilities; Educational Legislation; Elementary Secondary Education; *Individualized Education Programs; Knowledge Level; *Parent Attitudes; *Parent Education; *Parent Participation

ED305810 EC212761

Transition in a Preschool Specialized Education Program: Strategies for Parent Involvement.

Afable, Lourdes B.

16 Nov 1988

82p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

(cont. next page)

Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP89

The practicum was designed to increase parent participation in a preschool (birth to 3 years) special education program serving children with handicaps in Chicago, Illinois. The practicum was intended to provide parents with an effective and meaningful involvement in a structured program of transition services. Input from both staff and parents documented the existence of a problem in the area of parent involvement. A survey questionnaire of parents identified issues which concerned them. Two workshops were held for 36 parents on the topics of: (1) transition; (2) information sharing; (3) parent experiences in the preschool program, special education programs, and after-school programs; and (4) coping with the needs of a handicapped child. Parents also attended parent-teacher conferences. Parents rated the transition activities as highly satisfactory, but their anxiety level did not decrease. (DB)

Descriptors: Anxiety; *Disabilities; Infants; *Parent Education; *Parent Participation; Parent Teacher Conferences; *Preschool Education; Program Effectiveness; *Transitional Programs; Workshops

---

ED305783 EC212583

Modifying Inappropriate Behavior of Emotionally Disturbed Students Ages 6 to 10 by Using Self-Monitoring and Group Monitoring Techniques.

Stetson, Carol
25 Jul 1988
49p.; Ed. D. Practicum I Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP89
Target Audience: Teachers; Practitioners

This practicum was designed to reduce the frequency of disruption occurring in a class of emotionally disturbed students, aged 6-10. Objectives were to have the students remain on task and attentive to teacher instruction during 80 percent of a morning classroom session and to reduce the need for crisis intervention outside the classroom. Three specific strategies were implemented to enhance the token economy already in place: (1) classroom rules were displayed in the room, reviewed by the teacher, and rehearsed by the students daily; (2) each student kept an individual behavior chart to self-record appropriate behavior with weekly rewards; and (3) a group contingent free time method was initiated in the period of most frequent disruption, with the group being allowed to select a free-time activity if target behavior levels were achieved. Following implementation of the intervention strategies, disruptive behaviors were reduced to zero, with 100 percent on-task behavior. The need for crisis counseling was reduced from five times to two times the first week of intervention and became extinct during remaining intervention weeks and post-intervention. (JDD)

Descriptors: *Behavior Modification; Behavior Problems; *Classroom Techniques; *Contingency Management; Elementary Education; *Emotional Disturbances; Group Behavior; Intervention; Outcomes of Treatment; Student Behavior; *Time on Task; *Token Economy
Identifiers: *Self Monitoring

ED305675 CS506564

Increasing Performance Levels of Eight to Thirteen Year Old Speech Therapy Students by Utilizing Parents and Teachers in the Generalization Stage of Therapy.

Ellicott, Barbara A.
1988
85p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP89

A practicum addressed the problem of speech students who did not generalize therapeutically acquired speech skills into their mainstreamed environments. This lack of generalization resulted in an increased caseload for therapists because of re-referrals of students who had previously been dismissed from speech therapy. The goals of the practicum were: (1) to increase teachers' knowledge of speech therapy techniques; (2) to increase parent knowledge of speech therapy techniques; and (3) to increase parent/teacher perceived improvement in their children/students. Parents and teachers in a public elementary school in a rural northeastern community were trained through instructional conferences, demonstrations, and supervised participation in the therapeutic process. The techniques which were demonstrated and employed included cuing, positive reinforcement, and progressive desensitization. The results of the practicum were positive. Analysis of the data revealed that parents and teachers increased their understanding of the speech therapy process and that most parents and teachers perceived improvement in the generalized speech of their children/students; no perception of regression was evident. The continued employment of the program will undoubtedly prove to be cost effective since it is anticipated that students will be dismissed from therapy more rapidly and will less likely be re-referred. (A questionnaire data table and a mean scores data table are included, and 48 references, and eight appendixes including pre-and posttests, questionaire, a practicum implementation checklist, and a conference request letter, are attached.) (RAE)

Descriptors: Elementary Education; Parent Child Relationship ; Parent Participation; *Speech Pathology; *Speech Skills; *Speech Therapy; Teacher Student Relationship; Therapists
Identifiers: Self Monitoring

ED305542 CG021552

Increasing Basic Skills Growth through Intergenerational Interaction with Intermediate Level Students.

Wallace, Yolanda Gayles

1988

79p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); DISSERTATION (041)

Geographic Source: U.S.; Illinois

Journal Announcement: RIESEP89

This study examined the need for a program that would enable students in the middle grades to receive additional instruction/assistance in the basic skills outside of the regular classroom situation. The program was designed to assist students in reading, language usage, and mathematics. It sought to develop a model for the intergenerational tutoring program, to modify the program according to the needs of the specific communities, and to implement the program systemwide. Seven tutors and 25 students participated in the program. Staff development training for tutors included tutoring strategies and procedures for skill building. Skills acquisition was achieved through workbook activities and recreational reading. The tutors were expected to use suggested techniques and materials in their tutoring sessions and give feedback to the program supervisor at the end of each class. Results indicated that senior citizens had sufficient basic skills knowledge to tutor students in the middle grades, thereby providing the students with additional opportunities for school success. Students showed growth in the areas in which they were tutored. Tutors and tutees benefited from the experience of participating in the intergenerational tutoring program. (Author/ABL)

Descriptors: *Basic Skills; *Elementary School Students; *Intergenerational Programs; Intermediate Grades; *Older Adults; *Tutorial Programs; Tutoring

ED305521 CE052279

A Comparison of Correctional Adult Educators and Formal Adult Educators in Terms of Their Expressed Beliefs in the Collaborative Teaching Mode. Theory and Methods of Adult Education.

Sua, Dangbe Wuo

Jan 1989

40p.; Ed.D. practicum paper, Nova University. Document contains light type.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP89

A study compared correctional adult educators and formal adult educators in terms of their expressed beliefs in the collaborative teaching mode as measured by the Principles of Adult Learning Scale. The sample consisted of 8 correctional adult educators from the Lake Correctional Institution and 10 adult education teachers from the Manatee Area Vocational Center. The mean score for formal adult educators was 123.1 and the standard deviation was 8.69; the mean score for correctional adult educators was 123.25 and the standard deviation was 17.15. The result of the two-tailed t-test showed a calculated t-value of -0.024 at 16 degrees of freedom. Because the calculated t-value lay between -2.12 and 2.12, the null hypothesis of no difference was accepted. Results indicated no significant difference between formal and correctional adult educators. The implication was that both groups of educators believed in the use of the collaborative model of teaching. A follow-up study was recommended, using a larger sample that would consider student performance under the collaborative mode of teaching, as well as studies to determine differences between correctional and formal adult education. (The instrument is appended, with 21 references.) (YLB)

Descriptors: *Adult Education; *Adult Educators; Comparative Analysis; *Correctional Education; Participative Decision Making; *Student Participation; *Teacher Attitudes; Teaching Methods; Team Teaching

Identifiers: *Collaborative Teaching; Principles of Adult Learning Scale

ED305352 SP031046

Maria Montessori--A Biography.

Ellicott, Barbara Ann

1989

23p.; Ed.D. Program Theorist Essay, Nova University.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); HISTORICAL MATERIAL (060); DISSERTATION (040)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEAUG89

This brief biographical sketch of Maria Montessori focuses on her philosophy of learning and her methods of teaching. Her holistic approach to education is discussed in the light of its impact on educational theories and practices in the early 1900s. Included in this discussion is a description of her theories, such as the developmental stages of children and the psychology of pedagogy. The positive applications and influence of Montessori's work is considered as well as some of the negative aspects of her theories. (JD)

Descriptors: *Cognitive Development; *Developmental Stages; Early Childhood Education; *Educational Theories; Holistic Approach; *Montessori Method; Sequential Learning; *Socialization

Identifiers: *Montessori (Maria)

ED305293 SO019763

Implementing a Social Studies Critical Thinking Curriculum To Improve the Performance of Middle School Students.

Anderson, Stanley D.
1988
144p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG89

This practicum concentrated on the need for a social studies critical thinking continuum in the middle school. An oral interview with personnel in one Florida school district's Social Studies Program Development Department revealed that a critical thinking continuum did not exist. A review of the literature on critical thinking indicated that many people in the field supported the inclusion of these skills in the curriculum. The study's goals were: (1) to extend and enrich the methodology of teaching social studies; (2) to expose students to techniques in applying critical thinking skills; and (3) to create a program that would blend with, not eliminate, the social studies curriculum. The study involved: (1) distributing a curriculum analysis survey to 40 middle school social studies teachers; (2) developing appropriate lesson plans that were correlated to the Florida State Department of Education's Uniform Student Performance Standards; (3) meeting with eight middle school principals to gain their support and acceptance of the program; (4) conducting a 10-hour workshop for teachers and department chairpersons; (5) providing procedures, lesson plans, data collection forms, methodologies, and practice in designing instructional strategies; (6) conducting follow-up visitations to observe and provide assistance; (7) supervising and maintaining the program; and (8) developing and administering an evaluation component. The results of the program were positive. An analysis of the program revealed that students with the ability to apply thinking skills do show an improvement in their performance. More than 63 percent of the students met the criteria for success when the scores of a pretest-posttest questionnaire were compared. Teachers, department chairpersons, and principals rated the program as desirable and appropriate and recommended that it be expanded. Charts, figures, tables, and 33 references, along with 12 appendices that contain various questionnaires and survey instruments, are included. (Author/JHP)

Descriptors: *Critical Thinking; Curriculum Development; Elementary Secondary Education; *Improvement Programs; *Middle Schools; *Performance; Questionnaires; *Social Studies; Surveys
Identifiers: *Florida

ED304805 EC212295

An Integrated Program Designed To Increase Positive Play Behaviors in Young, Day-Training Eligible Children.

Kreitzman, Natalie R.
1 Sep 1988
123p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG89

The goals of this practicum were to: (1) create more suitable and stimulating structured environments that would engage severely/profoundly handicapped children in positive play situations in the classroom and in the home, and (2) teach parents and caregivers how to identify age appropriate and developmentally appropriate playthings. Inservice sessions were held for day training personnel who worked with 44 individuals, aged 3-21, with severe/profound mental retardation. Workshops were held for home caregivers on play skills and environmental planning. Other components of the project included development of a toy library and evaluation of the classroom environment for appropriateness in play and attachment behaviors. At the conclusion of the project, the children exhibited more appropriate play skills and social interaction skills during play sessions; their fine motor and cognitive functioning improved; room management techniques maximized the potential of resources and personnel; parents took a greater interest in their child's toy selection; and inappropriate self-stimulatory behaviors were inhibited. Appendices include ratings for toys used in the program, a play skill questionnaire and checklist, and a play skill curriculum. (Author/JDD)

Descriptors: Child Development; *Classroom Environment; Curriculum Development; Elementary Secondary Education; *Family Environment; Inservice Education; Interpersonal Competence; Libraries; Paraprofessional School Personnel; Parent Education; Parent Participation; *Play; Preschool Education; *Severe Mental Retardation; *Skill Development; *Toys; Training Methods

ED304647 CG021522

Enriching Adult-Child Affect in the Stepfamily Environment.

Currie, John R.
1989
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG89

This program was designed to strengthen relationships

(cont. next page)

between stepparents and their stepchildren who were elementary school students. The goals of the program were three-fold. The first goal was to improve the affective relationship between the stepparent and the stepchild. Second, improvement of the children's achievement and behavior was expected. Third, improved parenting skills were to be developed through interaction, lecture, and structured practice activities. Initial data indicated a strong relationship between stepchildren and school discipline and emotional problems. Sufficient response to a letter soliciting interest in a program designed to strengthen stepfamily relationships was obtained and a stepparenting component was added to the parent education program. The program covered increasing the stepparent's knowledge of the research on stepfamily dynamics, affection building activities, child development, and disciplinary techniques. Stepparents (N=9) who participated in the program showed gains in the knowledge of stepparenting relationships, gains in affectionate interaction with their stepchildren, and improved disciplinary skills. The participants found the interaction with other stepparents to be among the most helpful benefits. Improvement in the children's responses at school was not significant, but it is believed that the time was too short to note improvement (stepparents participated over a 7-week period). A longitudinal study and a longer time frame are recommended. (ABL)

Descriptors: Elementary Education; *Elementary School Students; *Family Relationship; Intervention; *Parent Child Relationship; *Parent Education; *Stepfamily

ED304362 SO019685

Talent Video: A Middle School Performing Arts Experience for Encouragement and Identification of Student Artists.

Horn, Joan D.
1988
125p.; Ed.D. Practicum, Nova University.
Available from: Center for the Advancement of Education, Nova University, 3301 College Avenue, Fort Lauderdale, FL 33314.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL89

The goals of this practicum were to provide performing arts experiences for middle school students to: (1) create an atmosphere of appreciation for the performing arts; (2) stimulate the interests of artistically or potentially artistically talented students; (3) provide performance opportunities; and (4) encourage these students to pursue training in the performing arts through an after school program entitled Talent Video. Opportunities were provided for participating students to create song, dance, instrumental, or dramatic performances, to learn to use a video camera, and to film their performances. At the conclusion of this program trained artists selected outstanding student performers to participate in a central arts-related magnet school course. This document reports on the development of the Talent Video program, the results of various program-related surveys, and an evaluation of the Talent Video effort. An analysis of the survey data revealed an intensified interest in performing arts among these students, along with an increased desire to participate in the magnet school program. Positive attitudes of teachers were revealed, and a majority of the school's students indicated a desire for additional performing arts experiences. Twenty-one references, 7 tables, and 18 appendices are included. (JHP)

Descriptors: *After School Programs; Artists; Junior High Schools; *Middle Schools; School Surveys; Student Interests; Student Participation; Talent; *Talent Development; *Talent Identification; *Theater Arts; *Videotape Recordings

Identifiers: *Talent Search

ED304312 SE050369

Increasing Utilization of an Educational Forest To Enhance Environmental Science Curriculum for Elementary Students.

Elks, Ann Pharr
1987
136p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL89
Target Audience: Researchers; Teachers; Practitioners

This practicum was designed to increase and expand the use of an environmental education center available in the Bladen Lakes State Forest in Elizabethtown, North Carolina. The immediate goal was to provide teachers with a new awareness of the offerings and availability of the site to increase the likelihood of participation with students. The primary goal was to enhance awareness and appreciation for the forest, its beauty, preservation, and management. The causes of lack of use were determined by surveying local teachers. The most prominent obstacles identified by the survey were removed by coordination of resources, county-wide planning, and inservice training. Teachers and students were provided with opportunities to learn in the forest. Teachers who participated in inservice training reported feeling more competent teaching the concepts, and students showed greater interest and gains in environmental knowledge after visiting the forest. (Author/CW)

Descriptors: *Conservation (Environment); Conservation Education; Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Experiential Learning; *Forestry; *Inservice Teacher Education; Land Use; Natural Resources; *Outdoor Education

Identifiers: North Carolina

ED303973 EC212271
Parent Education To Improve Parental Involvement in IEP's for Severely Head-Injured Children in Grades 1-12.
Payne, Sidney L.
24 Aug 1988
187p.; Ed.D. Practicum I Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL89

The practicum was designed to assist parents of head-injured children in dealing with the special education system. The program provided parents with information about the special education system and encouraged them to take an active role at the Individualized Education Program (IEP) conference. Parents were also helped to better understand the changes in their head-injured child. Interviews with 28 parents of head-injured children revealed that parents were not being active participants at their child's IEP meeting. Feelings of stress, lack of knowledge about the purpose of an IEP, and negative feedback from school personnel were causes most often cited by parents for their passive role. Parent training sessions were designed and implemented to teach parents about: Public Law 94-142, the Education for All Handicapped Children Act; neuropsychological assessments; cognitive impairments; sensory and perceptual difficulties; social and emotional difficulties; and IEPs. Results of the practicum were positive. The program increased the parents' knowledge and understanding about the educational needs of their head-injured child. (Author/DB)

Descriptors: *Child Rearing; Elementary Secondary Education *Individualized Education Programs; Injuries; *Knowledge Level ; *Neurological Impairments; *Parent Attitudes; *Parent Education; Parent Participation; Parent School Relationship
Identifiers: *Head Injuries

ED303971 EC212269
Policies, Guidelines, and Services for the Developmentally Disabled Student at Oxnard College.
Jones, Joan
Aug 1988
108p.; Ph.D. Research Project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL89

The study examined policies of the California community colleges concerned with serving the developmentally disabled adult; identified programs and related services offered to this population at the community colleges; and determined eligibility criteria for these programs. It also developed policies, guidelines, educational services, and related services for the developmentally disabled learner at Oxnard college as well as a plan for implementing and evaluating this program. A mail-in questionnaire and telephone interviews were used to collect data. Findings revealed that: (1) 25% of the 106 California community colleges had established on-campus programs for students with developmental disabilities; (2) mandatory assessment and program placement were provided in over 70% of the colleges for this population; (3) the most widely utilized services were special classes, counseling, and physical education; (4) the range in student enrollment was from 13 students to over 1,200 students. The study concluded that programs for students with developmental disabilities on the California college campuses are relatively rare, that not all of the colleges perceive a need to offer services to these students; that special education personnel have not been providing consistent inservice training to regular college faculty and staff, and that there are few available resources for developing programs for this student population. (Author/DB)

Descriptors: Adults; Community Colleges; Delivery Systems; *Developmental Disabilities; Eligibility; Needs Assessment; Special Programs; Student Personnel Services

ED303248 PS017745
A Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools.
Sharma, Vandana
1988
130p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN89

A practicum designed to facilitate the transition of Head Start children to kindergarten was implemented by the education coordinator of a Head Start program. The program served 945 poverty-level children in 35 classrooms and 20 home-based sites in 35 school districts in Allegheny County, Pennsylvania. Practicum goals were to prepare children for transition to public school, train parents to aid in transition, and promote cooperation between Head Start and public school districts. Objectives were as follows: (1) training selected Head Start staff to identify transition needs of graduates and work with parents to address children's needs; (2) fostering mutual understanding of Head Start and public school elementary programing through an information sharing and site visitation system; and (3) training up to 100 parents in strategies they could use in transition activities with their children at home during the summer. As a result of the practicum: (1) an interagency task force developed a checklist of kindergarten prerequisite skills; (2) cooperation between the two agencies increased; (3) parents acquired skills they needed to work with the children; (4) cross-site

(cont. next page)

visitation increased awareness between sending and receiving teachers; and (5) parent participation increased. Related materials making up one-third of the document, are appended, including assessment forms and the kindergarten prerequisite skills checklist. (RH)

Descriptors: Compensatory Education; Disadvantaged Youth; Early Childhood Education; *Educational Cooperation; *Kindergarten; *Parent Participation; *Preschool Children; *Staff Development; *Transitional Programs

Identifiers: Pennsylvania (Alleghany County); *Project Head Start

ED303223 JC890080

A Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College.

Iadevaia, David G.
Feb 1989
30p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEJUN89

A study was conducted at Pima Community College to determine the relationship between the final grade received by students in an introductory, algebra-based physics course (PHY 121) and their scores on the reading, writing, and mathematics portions of the college's nonmandatory assessment test. Between 1983 and 1988, 639 students obtained a final grade in PHY 121. Of these, 558 took the Nelson-Denny Reading Test (NDRT), 280 took a locally developed writing test, and 431 took a locally developed math test. When correlation coefficients were examined, the test result most highly correlated with successful completion of PHY 121 was the NDRT score, followed by the Pima College Math Test score. Other study findings included the following: (1) on average, students who took the NDRT read at a 13.8 grade level; (2) 84.2% of the students entered PHY 121 without the prerequisite math skills, indicating that either the prerequisite was inappropriate for the course or the math portion of the test was an inaccurate measure of student ability; and (3) 48.8% of the students who took the writing test were placed in a developmental writing course, compared to 17.8% who were placed in Freshman Composition. (AJL)

Descriptors: Academic Ability; Academic Achievement; *Basic Skills; Community Colleges; *Grades (Scholastic); Mathematics *Physics; Predictive Validity; *Prerequisites; Reading Skills Testing Problems; *Test Reliability; Two Year Colleges; Two Year College Students; Writing Skills

ED303212 JC890069

The Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools.

Purdy, Jeanette J.
Aug 1985
113p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN89

The purpose of the practicum described in this report was to develop a competency-based vocational articulation pilot project between Mercer County Community College (MCCC) located in Trenton, New Jersey, and four secondary schools for three subjects: Typewriting I and II, Stenography I and II, and Office Procedures. Chapters I and II provide an introduction to the minimum competency movement and background information on MCCC and the need for improved articulation between the college and local high schools to reduce curricular duplication. After chapter III reviews the literature on competency-based education, chapter IV discusses: (1) the processes involved in developing competency-based objectives; (2) the evaluation of minimum competencies using criterion-referenced tests based on industry standards; (3) the standards developed by MCCC's Division of Vocational Education to assure the use of competency-based objectives and evaluation methods; and (4) systems for documenting achievement. Chapter V provides lists of the required skills and performance objectives, along with competency tests for each vocational subject. Chapter VI briefly reviews the procedures and methods used to develop the articulation program, and chapter VII summarizes results. Finally, chapter VIII presents a summary, implications, and recommendations. Appendixes contain articulation agreements and sample competency tests. (AAC)

Descriptors: Community Colleges; *Competency Based Education ; Course Objectives; Evaluation Methods; High Schools; *Minimum Competencies; *Minimum Competency Testing; *Office Occupations Education; Shorthand; Task Analysis; Two Year Colleges; Typewriting; Vocational Education

ED303198 JC890052

The Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities.

Heard, Frank B.
Feb 1989
107p.; Ed.D. Research Project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (041); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEJUN89

A study was conducted to devise a model for articulation between Shelby State Community College (SSCC), Memphis State University (MSU), and Tennessee State University (TSU). The

(cont. next page)

study employed a literature review, case studies of all three institutions, a cross-case analysis, and interviews with personnel from MSU, TSU, and SSCC. The study sought to identify community college programs and courses that paralleled those of the state universities; differences and commonalities in the colleges' general education core curricula; and duplication of course content in university general education and community college-university parallel programs. Other research questions concerned other states' solutions to the articulation problem, and the establishment of a uniform articulation process. Based on study findings, an articulation model was created, including a common general education core curriculum for the Associate of Arts and Science and the Bachelor of Arts and Science degrees. The model also provides for a common course numbering system that facilitates use of standardized student information systems software, a definition of plus-two articulation, and provisions that students with associate degrees from the state's two-year colleges be fully admitted to its universities as juniors. Contains 57 references. (AJL)

Descriptors: *Articulation (Education); College Curriculum; College Transfer Students; Community Colleges; *General Education; *Intercollegiate Cooperation; Models; Policy Formation; Postsecondary Education; State Universities; *Transfer Policy; Two Year Colleges

ED303197 JC890051

A Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students.

Purdy, Jeanette J.

Apr 1985

61p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUN89

In spring 1984, a study was conducted at Mercer County Community College (MCCC) in Trenton, New Jersey, to determine the difference between the quality of academic advisement for day and evening students. At the time of the study, MCCC enrolled approximately 10,500 full- and part-time students. One-third of these students attended day sessions, and two-thirds attended evening sessions. Students were surveyed in randomly selected day and evening classes to determine their perceptions and expectations of advisors' specific functions and roles; to gather information concerning their contacts with their advisor; and to solicit open-ended comments. Study findings, based on responses from 430 day students and 171 evening students, included the following: (1) only 16% of both day and evening students met three times or more with their academic advisors; (2) 59.4% indicated that the college catalog was the most valuable source of information for selecting courses, compared with 11% who considered the advisor to be the most helpful information source; (3) 35% of the day students and 27% of the evening students felt their advisor was approachable and easy to talk to; (4) 77% of the day students and 64% of the evening students indicated that their advisor was available and on time for appointments most or all of the time; and (5) 58% of the evening students reported that their advisor rarely or never assisted them in exploring occupational or professional plans. The survey instrument is appended. (AJL)

Descriptors: *Academic Advising; Community Colleges; Comparative Analysis; Counseling Effectiveness; *Counselor Role; *Day Students; *Evening Students; Faculty Advisers; Participant Satisfaction; *Student Attitudes; Two Year Colleges; *Two Year College Students

Identifiers: *Mercer County Community College NJ

ED303143 IR013613

Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction.

Vitchoff, Lorraine G.

1988

91p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUN89

Primarily designed to increase the use of the microcomputer in the classroom as a supplement to instruction, this practicum also provided training for teachers in grades 4 through 6 and their principal in a setting which was intended to be functional and nonthreatening to the participants. The 10 participating teachers were given a pre-self-evaluation checklist, and then were trained in computer software and hardware use. In addition, a software catalog was established together with a process to requisition software. Data were collected via pre- and post-evaluation checklists and a tally of the software requisitioned by the study participants. Analyses of these data showed that the behavioral expectations of the practicum had been met, as the teachers and the principal demonstrated an understanding of how to work with a personal computer, a procedure for distributing computers and software was used by the teachers and the principal, and the teachers and the principal became aware of the software that is available in their building. Supporting materials, copies of the two checklists, and the survey results are presented in 21 appendixes, and 20 references are provided. (EW)

Descriptors: Administrator Attitudes; Check Lists; Classroom Techniques; *Computer Assisted Instruction; *Computer Literacy ; Computer Software; *Inservice Teacher Education; Intermediate Grades; *Microcomputers; Principals; *Teacher Attitudes

DIALOG File 1: ERIC _ 66-92/FEB.

ED303024 EC212116

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments.

Gegen, Louis
14 Jul 1988
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN89

The practicum was designed to increase the usefulness of psychoeducational data provided by the school psychologist for educational decision making concerning handicapped students at the elementary level. The first goal was to provide staffing committee members with psychoeducational data in a more useful form than data provided through traditional assessment methods to help in the development of handicapped student academic objectives. The second goal involved providing teachers of students with handicaps with data that would be more useful for the development of instructional plans for the students. Curriculum based measurement materials were developed and used as part of a direct assessment evaluation with three students. Use of curriculum based measurement techniques and other direct assessment procedures were found to be more useful for development of individualized education program (IEP) academic objectives and instructional planning than typical psychoeducational data. Various questionnaires and forms used in the study are appended. (DB)

Descriptors: *Diagnostic Teaching; *Disabilities; Elementary Education; *Evaluation Methods; *Individualized Education Programs; Psychoeducational Methods; *Student Educational Objectives; *Student Evaluation
Identifiers: *Curriculum Based Assessment

ED303023 EC212115

Implementing a Program of Supportive Services to Severely Handicapped Preschool Age Children in Community Programs.

Branca, Ronald A.
7 Jul 1988
106p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN89

The practicum addressed the need to serve a group of severely handicapped preschool children within local neighborhood programs rather than in a segregated preschool center. The practicum goals were: (1) to maintain the enrollment of severely handicapped children in neighborhood preschool and daycare centers through the provision of adequate support services; (2) to positively influence the attitudes of staff and parents toward integration; (3) to increase the cognitive and social skills of children placed within neighborhood settings; (4) to document the occurrence of integration; and (5) to increase the awareness of staff and parents as to benefits of integrated programming. A multidisciplinary team was established consisting of occupational and physical therapists, a speech pathologist, an adaptive physical education instructor, and neighborhood coordinators. A block system of therapies replaced the traditional "pull out" model, and periodic monitoring was instituted via a series of attitudinal and behavior rating scales. Parents were supplied with computer generated "homework" assignments. At the close of the implementation period, neighborhood attendance was at 88%, the average developmental gain of neighborhood children was 8.2 months (compared to 3.8 months for center based children), and a 50% attitudinal shift was noted among parents who felt their children were receiving adequate services in community placements. (Author/DB)

Descriptors: Attitude Change; Educational Needs; Interdisciplinary Approach; *Mainstreaming; *Normalization (Handicapped); Parent Education; Preschool Education; Pupil Personnel Services; Services; *Severe Disabilities

ED303022 EC212114

Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children.

Operach, Paul M.
27 Jul 1988
104p.; Ed.D. Pracitcum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN89

The practicum had as its goals increased awareness of alternative speech and language service models in a public school setting, increased usage of the alternative models, and consensus among speech and language therapists regarding direct and indirect service models. The project design used the Delphi method (four rounds) with 16 speech and language therapists. The Delphi method allowed each therapist to self-evaluate service delivery models with other therapists in the school system. Findings indicated that most speech therapists favorably completed a rating scale on the fourth round of surveying as to the desirability of the following: (1) clarifying the use of the least restrictive prototype; (2) evaluating more frequently short and long term goals for each student; (3) acquiring greater knowledge of regular education curriculum; (4) increasing clarification of each therapist's role in the school; (5) increasing use of the parent model; (6) increasing use of the home model; (7) increasing use of

(cont. next page)

the consultation model; (8) increasing use of the materials only model; (9) establishing priorities concerning the most appropriate learning environment for speech and language services; and (10) developing agreement regarding the speech only handicap. (DB)

Descriptors: Attitude Change; *Delivery Systems; *Delphi Technique; Elementary Education; Inservice Teacher Education; *Language Handicaps; Models; *Speech Handicaps; *Therapists; Therapy

Identifiers: *Consensus

ED302833 CS009484

Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students.

Allen, Robert

1988

131p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN89

Designed to expand the scope of the inservice reading program to help parents understand the whole language reading strategies used to remediate students, a practicum conducted a parent survey, carried out parent training sessions, and evaluated the program's success. The practicum focused on 323 parent participants from five Chapter 1 elementary school districts (schools with large numbers of low-income, educationally deprived students). A parent survey and needs assessment were conducted, after which the writer developed and facilitated inservice whole language reading training sessions which focused on helping parents better understand whole language listening, speaking, reading, and writing strategies. Evaluation indicated that parent understanding of these strategies increased overall 87% for whole language writing strategies and 95% for whole language reading strategies, with 94% of the parent participants rating the inservice program excellent. (Five tables of data are included. Twenty references and 12 appendixes including survey instruments, needs assessment test data, a parent inservice overview, and read-aloud picture book suggestions, conclude the report.) (SR)

Descriptors: Elementary Education; *Holistic Approach; *Inservice Education; *Parent Participation; Parent School Relationship; Parent Student Relationship; Parent Workshops; *Reading Improvement; Reading Skills; Reading Strategies; *Remedial Programs; *Remedial Reading; School Surveys

Identifiers: *Whole Language Approach

ED302349 RC016861

Developing a Model for an Advanced College Preparation Program for Rural Alaska Students.

Craddick, Jan

May 1988

159p.; Ed.D. Research Project, Nova Univesity. For related document, see ED 289 657.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Alaska

Journal Announcement: RIEMAY89

Alaska Natives have a high college dropout rate because of inadequate preparation for the learning and living requirements of college. This dissertation describes research used to develop Prelude, a 2-week advanced program for 11th grade rural Alaska students at Sheldon Jackson College (Alaska) that continues and expands the work begun by the basic Early College Incentive Program. A review of the literature examined (1) problems of culturally disadvantaged students entering college; (2) skills and courses required as adequate preparation for college; (3) the status of Alaska's rural schools in meeting standards of adequate preparation; and (4) strategies used in existing programs to help minority students make the transition to college. Questionnaires, telephone interviews, and a literature search collected data on 41 preparatory programs at 33 colleges and universities. The case study focused on the following features of the program: (1) preprogram assessment of student data; (2) diagnostic tests administered during orientation and used for course placement; (3) courses and academic, social, and recreational activities offered; (4) methods of course delivery; and (5) methods of course and program evaluation. Prelude staff and faculty analyzed the data and recommended procedures to implement their program. The report contains 67 references. It also includes appendices that provide a map of Alaska showing regions served by Prelude; the letter and questionnaire used to solicit research data; and Prelude's preprogram student assessment, recommendation, and diagnostic forms; and postprogram evaluation forms. (SV)

Descriptors: *Alaska Natives; Case Studies; College Bound Students; *College Preparation; *Disadvantaged; Educational Research; Grade 11; Higher Education; High Risk Students; *Nontraditional Students; Program Design; Questionnaires; *Rural Schools; Secondary Education; *Transitional Programs

Identifiers: Alaska; *Sheldon Jackson College AK

ED302339 PS017719

Facilitating Employee Recruitment and Retention through On-Site Child Day Care.

Lombardo, Kathy A.

Dec 1988

52p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Connecticut

(cont. next page)

Journal Announcement: RIEMAY89
Target Audience: Practitioners

An early childhood educator at a 360-bed community general hospital implemented a licensed on-site child care program for children between 6 weeks and 10 years of age in order to improve employee recruitment and retention by assisting employees with appropriate child care arrangements. A parent questionnaire was used to assess the degree to which the availability of high quality child care influenced employees' ability to begin or return to employment, remain employed, and increase time available to work. Success of the practicum intervention was defined as demonstrated when a minimum of six new employees began work and six present employees remained employed, increased the number of hours worked, or changed shifts due to the availability of on-site child care services. Employees who returned to work after a leave were included in the evaluation sample. Data indicated that practicum objectives were met or exceeded in the areas of recruitment and retention. (RH)

Descriptors: Children; Early Childhood Education; *Employer Supported Day Care; *Hospitals; Infants; *Labor Turnover; *Personnel Needs; *Program Effectiveness; *Recruitment
Identifiers: *Infant Care

ED302338 PS017717

Improving Communication with Elementary School Parents through a Targeted Communications Program Involving Classroom Teachers and the Principal.

Richardson, Donald M.
1988
93p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89
Target Audience: Practitioners

An elementary school principal implemented a practicum to improve school-home communication at a school where administrators believed that a history of poor communication between parents and teachers negatively influenced the school's academic and parent involvement programs. Specific practicum goals were to improve: (1) school-home communication to a level perceived as satisfactory by 70 percent of the parents; and (2) the school-home relationship through the implementation of a targeted written and personal communication program. The program focused on developing processes that would improve school-home communication through written and personal approaches with parents. Results were positive. Related materials, including a parent attitude survey, a school-to-home communication survey, a staff survey on the school-home communication program, a grade-level newsletter information collection form, a teleconference documentation form, and an outline of 10 teacher training sessions. (RH)

Descriptors: Educational Improvement; Elementary Education; Elementary School Teachers; Improvement Programs; Inservice Teacher Education; Intervention; *Organizational Communication ; Parents; *Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Program Effectiveness; Program Implementation; Questionnaires; *School Community Relationship

ED302300 JC890027

Relationships of Student Ratings of Course, Instructor, and Student Elements to Student Overall Ratings of Instructors of Courses at Lakeshore Technical College.

Schrader, Marvin A.
Sep 1988
223p.; Ed.D. Research Report, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEMAY89

A study was conducted at Lakeshore Technical College (LTC) to assess the relationship between students' overall ratings of their instructors and their ratings of particular aspects of their courses. The study sample included 262 first-year students enrolled in at least one general education course and one occupational course in fall 1986. Students were asked to evaluate the course in terms of its difficulty, out-of-class preparation requirements, the grade they expected to receive, usefulness of course information, its planning and organization, presentation of subject matter, assignments, exams, textbooks, instructional materials, and bias. In addition, students were asked to evaluate the instructor in terms of knowledge of subject matter, clarity, enthusiasm, use of class time, encouragement of student participation, feedback, and interaction with students. Study findings included the following: (1) significant differences in students' overall ratings of instructors were found between male and female students; (2) student ratings of instructor knowledge of subject seemed to be independent of other items; and (3) 5 of 29 items were significantly related to overall instructor evaluation (i.e., "instructor spoke in a way that helped me learn"; "course was well planned and organized"; "instructor encouraged thinking, problem solving, and decision making"; "instructor explained materials clearly"; and "instructor demonstrated interest in my learning"). Based on study findings, recommendations for modifying instructor evaluations were developed. The report includes 117 references and the instructor evaluation form. (AAZC)

Descriptors: *Evaluation Criteria; Evaluation Methods; Questionnaires; School Surveys; Student Characteristics; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Improvement; Technical Institutes; Two Year Colleges; Two Year College Students; *Vocational Education Teachers

(cont. next page)

Identifiers: *Lakeshore Technical Institute WI

ED302299 JC890026

Analysis of Knowledge and Attitude Impacting Implementation of Economic Development and Training Activities at Lakeshore Technical Institute.

Powers, Judy M.
Nov 1986
210p.; Ed.D. Research Project, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); DISSERTATION (041)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEMAY89

Since the late 1970s, Lakeshore Technical Institute (LTI), in keeping with Wisconsin's statewide priorities, has placed a major emphasis on economic development and training activities. While some administrators have been involved in promoting educational offerings and technical assistance to business and industry, many staff members have not accepted economic development as a major institutional goal. A study was conducted to assess the knowledge and attitudes of LTI staff concerning economic development. The study involved the administration of a survey instrument to all 220 full-time staff members, limited in-service training for administrators, and the administration of the survey instrument again at the end of the 1985-86 school year to measure changes in knowledge and attitudes. The study revealed that: (1) there were differences in knowledge and attitudes among various staff groups; (2) many staff members expressed negative attitudes toward the economic development activities of LTI; (3) of the participants in the in-service training, administrators and certified management staff experienced gains in their knowledge of economic development activities, while noncertified management staff did not; and (4) instructional and support staff, who had no formal in-service training, had constant scores on attitude and knowledge measures. The report includes a literature review, a 67-item bibliography, and the survey instruments. (AJL)

Descriptors: *Administrator Attitudes; *Attitude Change; *College Role; *Economic Development; Job Training; Questionnaires; School Business Relationship; School Surveys; *Staff Development; *Teacher Attitudes; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
Identifiers: *Lakeshore Technical Institute WI

ED302222 IR013584

Marketing via Computer Diskette.

Thombs, Michael
1988
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89

This report describes the development and evaluation of an interactive marketing diskette which describes the characteristics, advantages, and application procedures for each of the major computer-based graduate programs at Nova University. Copies of the diskettes were distributed at the 1988 Florida Instructional Computing Conference and were mailed to prospective applicants for the computer-based graduate programs. An evaluative questionnaire was completed by academic officials of the university, one academic official from another university, and colleagues. The results of the formal evaluation showed a favorable reaction to the new media approach, with respondents describing the diskettes as professional in quality, concise, attractive, and appropriate for their intended use. Several participants indicated that they would now consider initiating a similar project for their own institution. Nine appendixes include print-outs of the hardcopy listing and the color and monochrome screens for the diskette, flowcharts of the screen sequence, and a copy of the survey instrument. (12 referenced) (EW)

Descriptors: *Admission (School); Advertising; *Computer Assisted Instruction; Computer Science Education; *Computer Software; Higher Education; *Marketing; *Material Development Surveys
Identifiers: *Software Evaluation

ED302221 IR013583

The Effect of Computer Programming Instruction on the Development of Generalized Problem Solving Skills in High School Students.

Jones, Preston K.
14 Jun 1988
46p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89

This study investigated the extent to which participation by high school students in a computer programming course leads to improved critical thinking skills, and whether a significant difference exists in critical thinking skill development between participants in Pascal and BASIC classes. Three groups of high school students were tested using the Watson-Glaser Critical Thinking Appraisal: participants in a first-year BASIC class (N=52), participants in a first-year Pascal class (N=21), and above average (N=40). students in other classes who had had no exposure to programming. Group measures were compared using the t-test. Students enrolled in both programming classes scored significantly higher than their non-programming counterparts; however, exposure to a specific programming language--BASIC or Pascal--did not produce significant differences in test scores. The text is

(cont. next page)

supplemented by five tables, and a copy of the survey instrument used to gather opinions on this topic from members of the FICS (Florida Instructional Computing Supervisors) is appended. (37 references) (EW)

Descriptors: *Cognitive Processes; Comparative Analysis; Computer Science Education; *Critical Thinking; High Schools; *High School Students; Hypothesis Testing; Problem Solving; *Programing; *Skill Development

Identifiers: *BASIC Programing Language; *PASCAL Programing Language

---

ED302218 IR013580

Development of a Conference Planning Model Using Integrated Database, Word Processing, and Spreadsheet Software.

Stevens, William E.
1988
57p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEMAY89

This report presents a model for conducting a statewide conference for the approximately 900 members of the South Carolina Council of Teachers of Mathematics (SCCTM) using the AppleWorks integrated software as the basis of the implementation plan. The first and second chapters provide background information on the conference and the responsibilities of the president of the SCCTM, as well as the results of a literature search on the use of database management systems for conference planning. Objectives for measuring the success of the conference and the conference planning model are described in the third chapter. In the fourth chapter, tasks involved in planning and executing the conference are listed, and those tasks completed using AppleWorks are indicated. This chapter also includes a discussion of the applications of the database management and word processing capabilities of AppleWorks. Results of the evaluations and recommendations for planners are presented in the final chapter. Appendixes include the evaluation forms, various communications to presenters, a sample program listing, a speaker index, a topic index to conference sessions, and a session/workshop data sheet. (MES)

Descriptors: *Computer Software; *Conferences; Evaluation Criteria; *Microcomputers; Models; *Planning; Questionnaires

Identifiers: *AppleWorks

ED302214 IR013575

Assessment and Development of Student Problem-Solving Skills Using Computer-Managed and Computer-Assisted Instruction.

Juchau, William C.
1988
57p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89

This study addressed the assessment and development of problem-solving skills of college students. A mathematics-oriented computer-assisted instruction (CAI) program with an embedded general problem-solving strategy was developed. A related computer-managed instruction (CMI) module maintained student progress and phased out the problem-solving assistance as students became more skilled at solving problems. Effectiveness was evaluated by pre- and post-tests and questionnaires administered to 37 students who used the CAI program and a control group of 23 students who received no CAI. Improvement in the mean test scores of the group using CAI was approximately twice that of the control group, and responses to the questionnaire showed that the students in the experimental group enjoyed using the CAI program and felt that they learned from it. Extracts from the pre-/posttests and a copy of the questionnaire are appended. (45 references) (Author/MES)

Descriptors: College Students; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software Conventional Instruction; Correlation; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Mathematics Instruction; Microcomputers; Pretests Posttests; *Problem Solving; Questionnaires; Student Attitudes

---

ED302104 HE021809

A Study To Determine How the Office of Student Affairs Can Better Serve the Student Population at Arizona State University at Tempe.

Campbell, Charles R.
Jan 1986
50p.; Practicum, Nova University. The data collection questionnaire listed in the table of contents is not included in the document.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAY89

In 1985, the Office of Student Affairs (OSA) at Arizona State University offered 10 major categories of services to students. Its austere budget allocation was noted as a significant obstacle to an increase in its professional office staff; this led to a concern that the provision of student services was not being optimized. A study was conducted by the OSA to formulate and test two hypotheses: (1) that the overall quality of services provided by the OSA is not a function of the sex of student clients or the prior use of student services by clients receiving services; and (2) that the quality of each of the 10 major services provided by the OSA

(cont. next page)

is not a function of the sex of student clients or the prior use of student services by clients receiving services. A sample of 500 students was selected from the population of students using OSA services, and data were collected through a mailed survey questionnaire. It was found that one-half of the services offered were very lightly used. Recommendations are as follows: lightly used services should be evaluated to determine whether to retain them, and the availability and nature of the services retained should be publicized. Generally, it was found that female student clients rated the services higher than males, so it was recommended that each of the individual services be evaluated to determine if the service is structured with a bias against males. Since prior users tended to rate the services higher than did first-time users, it was recommended that OSA review its operating policies with a view toward making the initial visit by a student a positive experience. Contains 25 references. (Author/SM)

Descriptors: Administrative Policy; *Ancillary School Services; Career Guidance; College Environment; College Students; Counseling Services; Higher Education; Mentors; *Participant Satisfaction; Program Evaluation; School Health Services; Sex Bias; Social Services; State Universities; *Student College Relationship; Student Development; Student Needs; *Student Personnel Services; *Student Welfare; Use Studies

Identifiers: *Arizona State University

ED302044 EC211843

Implementation of Biofeedback Techniques To Reduce Stress Involving Communication Skills with Elementary School Hearing Impaired Students.

Litus, Tonyia J.
21 Jun 1988
70p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89
Target Audience: Teachers; Practitioners

Two sixth-grade, hearing-impaired students were studied to determine the effectiveness of stress management techniques using biofeedback instruments to monitor their nervous and cardiovascular systems. The male student had behavior problems, exhibiting explosive behavior without warning. The female student experienced excessive audible inhalations during reading recitations and expressive language-producing situations. The students were taught appropriate breathing techniques, self-regulatory skills for skin temperature feedback and charting, relaxation training, and use of galvanic skin resistance electrodermal response instruments. Results of the project showed that stress management training using biofeedback can be successfully implemented with hearing-impaired students. The male student improved his conduct ratings from unsatisfactory to satisfactory, and the female student's inhalations were decreased to within the normal range. Other project goals, which were achieved to varying degrees, included decreasing self-reported stress, improving self-image, decreasing electrodermal responses, and increasing average peripheral temperatures to the normal range. (Author/JDD)

Descriptors: Behavior Modification; *Behavior Problems; *Biofeedback; *Hearing Impairments; Intermediate Grades; Intervention; Outcomes of Treatment; Relaxation Training; Self Control; *Skill Development; *Stress Management; *Teaching Methods; Training

Identifiers: Galvanic Skin Response

ED302028 EC211825

A Transition Program from a Hospital to a Mainstreamed Setting for Deaf Children: A Process of Parental Involvement.

Bermudez, Lydia V.
25 Apr 1988
136p.; Ed.D. Practicum I Report, Nova University. Some portions of the document contain light, broken type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: EVALUATIVE REPORT (142); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89

This practicum report describes the design and implementation of a program in Puerto Rico to facilitate the transition process for seven deaf preschoolers from a restrictive hospital environment to a mainstreamed regular school setting. The program stresses parental involvement by helping parents to accept their roles, not only as primary caretakers, but also as primary educators. Program strategies included organizing parent support groups to handle parental anxieties and stress. The introductory section describes the community and the writer's role. The chapter on the problem provides a problem description, problem documentation, a causative analysis, and a review of the related literature. A section on anticipated outcomes and evaluation instruments is presented next followed by a chapter on the solution strategy. The final chapter covers results, conclusions, and recommendations. The standards of performance were realized for all objectives. Parental attitudes concerning participation in school related activities evidenced definite improvement. Parents participating in the orientation program found it useful. Parents reported the overall program increased their self-confidence to manage changes brought on by the transition process in which the children were involved. A variety of appendixes provide statistical data, letters and forms used in the program, and parental attitude rating scales. (DB)

Descriptors: *Deafness; Emotional Adjustment; *Hospitalized Children; *Mainstreaming; *Parent Attitudes; *Parent Participation; Preschool Education; Puerto Ricans; Social

(cont. next page)

Support Groups; Stress Management; *Transitional Programs

ED301845 CS009426
The Development and Implementation of a Comprehensive Reading Plan and Program To Improve Standardized Reading Scores in the Third Grade.
Turetzky, Lois E.
Aug 1988
527p.; Ed.D. Practicum, Nova University.
EDRS Price - MF02/PC22 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY89

Designed to improve standardized reading scores, a structured reading program was implemented for third grade students at Community Elementary School 73 in the Bronx, New York City. From 1982 to 1987, this school ranked near the bottom of all New York City elementary schools in reading achievement, a ranking based primarily on results of reading and mathematics tests (New York State Pupil Evaluation Program Tests) given in grade three. In order to improve reading scores on this test, a monthly reading plan for third grade teachers was developed. In addition to the Ginn basal reading series, the plan included: specific vocabulary, phonic elements, reading skills, cloze strategies, writing strategies, and suggested books for reading aloud to students. A series of workshops were conducted which improved reading pedagogy. This highly structured reading plan and program helped improve the reading scores of third grade students at this school from 17.2% reading at or above grade level in the spring of 1987 to 41.3% in the spring of 1988. (Fifteen tables of data and four figures are included; 39 references are attached. The greater portion of the document consists of 22 appendixes, including planning and management materials, instructional materials, and workshop materials.) (Author/SR)

Descriptors: Disadvantaged Schools; Grade 3; Primary Education; Public Schools; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Standardized Tests; Teacher Role
Identifiers: New York (Bronx)

ED301843 CS009422
Summer Remedial Programming in Residential Care to Sharpen Reading and Math Skills.
Bennett, Gary D.
1988
105p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY89

A study reports on a six-week remedial program designed to help youth at residential care group homes maintain their skill levels in reading and math during summer vacation. Twenty-nine children, all of whom were considered educationally at risk, were selected from seven residential care homes for the project. Most of the children's Wide Range Achievement Test-Revised (WRAT-R) scores revealed significantly deficient achievement levels in reading and math skills. Educators (teachers, special education coordinators, school counselors, principals, and superintendents) from the three school districts in which the homes were located were surveyed about the need for such a remedial summer program. All responding educators indicated a need for the program. The program incorporated techniques of individualized instruction and cooperative learning teams, and remedial reading and math instruction were combined with an "earning while learning" monetary reinforcement system. Pretests and posttests of math and reading achievement, using the reading and math sections of the Quick-Score Achievement Test, were administered on the first and last day of the class. Posttests indicated that both math and reading achievement levels were maintained throughout the six-week period. (Thirteen tables of data are included, and 15 appendixes and 26 references are attached.) (MM)

Descriptors: Delinquent Rehabilitation; Educationally Disadvantaged; Educational Needs; Elementary Education; *Mathematics Skills; *Reading Skills; *Remedial Mathematics; *Remedial Programs; *Remedial Reading; Residential Care; Student Development; Summer Programs; Summer Schools; Tutoring

ED301825 CG021313
Increasing Elementary School Based Interventions for Children of Divorce by Utilizing Faculty and Parent Workshops and Developmental Student Groups.
Carlucci, John Paul
1988
147p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAY89

The goal of this practicum was to increase school-based interventions for children of divorce in an elementary school. The school psychologist implemented two faculty workshops with 13 faculty members attending the first and 7 attending the second workshop, and 6-week developmental groups for grades one and two, three and four, and five and six, which included 17 students. All faculty and parent workshops and all student groups were followed up with questionnaires. Parent workshops involved 18 parents. The questionnaires for grades one and two were presented in an interview format. All single parents of the first/second grade group and fifth/sixth grade group reported that their children improved academically and/or behaviorally. Two of the four parents responding in the third/fourth grade group reported that their children improved

(cont. next page)

academically and/or behaviorally; two parents felt their children did not need to improve academically and/or behaviorally. All students in the developmental groups reported increased communication and coping skills. The classroom faculty reported that their students who attended the groups improved academically and/or behaviorally. Most faculty members attending the two workshops and all parents attending the parent workshop reported increased awareness of strategies for promoting optional growth. (Author/ABL)

Descriptors: Coping; *Divorce; Elementary Education; *Elementary School Students; Faculty Development; *Intervention; One Parent Family; Parent Role; Parochial Schools

ED301654 CE051210

A Systematic Case Study of the Course, Offshore Survival Systems Training, To Improve the Practice of Marine Survival Training.

Zambon, Franco

Sep 1988

166p.; Ed.D. research project, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: DISSERTATION (040)

Geographic Source: U.S.; Louisiana

Journal Announcement: RIEMAY89

A major applied research project evaluated the effectiveness of a novel course, Offshore Survival Systems Training. The major course outcome that was evaluated was the increase in frequency with which offshore personnel correctly launched the covered powered survival craft on offshore drilling rigs. The evaluation methodology included the 628 written and performance pretest and posttest records of course graduates as well as 231 written and 63 performance retest scores gathered by supervisors on offshore installations. This method replaced the conventional, but costly evaluation of marine survival training by inquiry into casualties. The mean written posttest score was 95.07, and 100 percent of the students successfully launched the survival craft. At least three months after the training, the company-wide percentage of those who could still launch the craft was 77.8 percent. The mean written retest score was 88.01. The per capita cost of the course was $241, or excluding travel and per diem expenses, $71. The increase in successful launches from 10 to 77.8 percent and the increase in knowledge of marine survival from 50.28 to 88.01 were concrete benefits. Recommendations were that (1) all new employees should undergo this training and (2) the selection criteria for employee retention should include the posttest scores. A 69-item bibliography is included. The appendices provide the written retest and the instructions for the performance and the written retests. (YLB)

Descriptors: Accidents; Adult Education; *Course Evaluation Curriculum Evaluation; Fuels; *Maritime Education; *Occupational Safety and Health; *Petroleum Industry; Pretests Posttests; *Program Effectiveness; Program Evaluation; Rescue *Safety Education; Work Environment

Identifiers: *Offshore Drilling; Survival Training

ED301581 TM012442

Providing Inservice to School Psychologists on Normal Child Development (Zero to Eight) as a Means of Increasing the Use of Alternative Evaluation Techniques.

Jackson, Thomas C.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

25 Jul 1988

117p.; Much of text is in small print. Ed.D. Practicum Report, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAPR89

Target Audience: Counselors; Practitioners

This practicum provides school psychologists (SPs) with information on child development as a means of heightening the SP's awareness of the importance of using alternative assessment strategies with young children. The second aim was to introduce the concept of an ecological assessment by increasing the use of classroom observation, parent/teacher interviews, developmental and medical histories, and frequent monitoring as techniques used in evaluating children from birth to age 8 years. Responses to the Child Development Questionnaire (CDQ), critiques of three SP-made case studies, and reviews of psycho/educational reports to determine whether SPs have begun using alternative assessment tools were analyzed. It was determined that alternatives to standardized assessment instruments should be introduced. An inservice program was created using videotapes to increase the SP's awareness of children's cognitive and social development and the importance of play. Each inservice session was preceded by distribution of a handout introducing the topic of the videotape and reviewing the previous session. Results of the practicum indicate that SPs increased their awareness of child development; ecological evaluation; and alternative assessment strategies in working with preschoolers, kindergartners, and first graders. However, participants indicated some disappointment based upon their expectations. The pre- and post-inservice psycho/educational report reviews, the CDQ, three sample case studies, a videotape listing, "Consider with Me" handouts, and an inservice program calendar are appended. (TJH)

Descriptors: Case Studies; *Child Development; Classroom Observation Techniques; Ecology; *Evaluation Methods; *Inservice Education; Medical Case Histories; Parent Teacher Conferences; Practicums; Preschool Education; Primary Education; Professional Development; *School Psychologists; *Student Evaluation; Videotape Recordings; *Young Children

DIALOG File 1: ERIC _ 66-92/FEB.

ED301350 PS017679
Training Staff To Provide Developmentally Appropriate Child Care.
Blazier, R. Elaine
1988
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAPR89
Target Audience: Practitioners

The director of a proprietary child care center implemented a practicum designed to train child caregivers in child development and developmentally appropriate practices. The practicum consisted of three evening workshops and used supplementary reading materials, discussion groups, classroom observations, and individual conferences. After training, caregivers were expected to exhibit knowledge of normal child development, Piaget's philosophy, stages of cognitive development, Erikson's social development stages, and the implications of this knowledge for caregiving. Participants were expected to: (1) apply the material in their classrooms; (2) demonstrate age-appropriate caregiving practices and the ability to set up and maintain an appropriate environment for the optimal development and stimulation of children; (3) maintain a positive classroom climate and exhibit age-appropriate interaction. Practicum evaluation data indicated that the intervention was successful in increasing caregivers' knowledge and improving their classroom practices. (RH)

Descriptors: *Child Caregivers; *Day Care; Early Childhood Education; Individual Development; *Inservice Teacher Education; Program Effectiveness; *Teacher Improvement; Workshops
Identifiers: *Developmentally Appropriate Programs

ED301348 PS017676
Providing Preschool Inservice Training To Increase Communication and Teamwork Spirit.
Gutwein, Belinda C.
1988
103p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAPR89
Target Audience: Practitioners

The owner-operator of a child care center, nursery school, and kindergarten organization located in the Pennsylvania heartland implemented a practicum providing in-service programs in communication to child caregivers working in the surrounding area. Based on a needs assessment completed by directors in nine centers, nine workshops in three topic areas were conducted. Topics included: (1) Improving Communications and Interpersonal Skills for Child Care Providers; (2) Avoiding Stress and Burnout in the Child Care Environment; and (3) Teamwork in the Child Care Atmosphere. Practicum evaluation data indicated that the intervention was enthusiastically received and was successful. Participants gained personal and professional knowledge likely to aid them in their work environments. Six-week follow-up data indicated increased awareness, teamwork, communication, and professionalism among those who had attended the workshops and completed the survey. Participants wanted additional, similar workshops to improve their self-awareness and understanding of co-workers in a workplace characterized by a high level of turnover. (RH)

Descriptors: *Child Caregivers; *Communication Skills; Day Care; Early Childhood Education; Inservice Teacher Education; *Stress Variables; *Teacher Burnout; *Teacher Improvement; *Teamwork; Workshops

ED301343 PS017671
Development of a Substance Abuse Prevention Program for At-Risk Two- to Five-Year-Olds.
Howze, Janice Kate
1988
91p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR89
Target Audience: Practitioners

A child caregiver developed a substance abuse intervention and prevention program for preschool children between 2 and 5 years of age who were at risk for substance abuse. The practicum effort resulted in a preschool substance abuse curriculum that included information on drugs, offered techniques for enhancing self-esteem, and discussed skills for resisting peer pressure. The curriculum was based on a goals-objectives-activities format. Elements of the curriculum format were defined in terms of developmentally appropriate tasks, were cost-efficient and easily implemented, and were submitted for evaluation by experts in substance abuse prevention. Evaluation was positive. Related materials, including questionnaires for experts who rated curriculum goals, objectives, activities, and the entire curriculum, are appended. The questionnaires provide the content of the curriculum. (RH)

Descriptors: *Curriculum Development; Day Care; Early Childhood Education; *Educational Objectives; *Intervention; *Learning Activities; Preschool Children; *Prevention; Program Development; Program Evaluation; *Substance Abuse; Toddlers

ED301274 JC880572

A Comparative Study of Organizational Climate and Campus Leadership at Bakersfield College, Based on the Roueche-Baker Community College Excellence Model.

Nusz, Phyllis Jane
Apr 1987
268p.; Major Applied Research Project for the Ed.D., Nova University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); DISSERTATION (040)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR89

A study was conducted at Bakersfield College to identify the strengths and weaknesses of the college's organizational structure and to determine to what extent the institution possessed specific elements of organizational climate and campus leadership that research has identified to be vital to educational quality. The survey instrument used to assess organizational climate investigated the perceptions of administrators, faculty, and staff regarding college leadership, motivation, communication, decision making, reward structures, and job satisfaction. The instrument used to determine perceptions of campus leadership focused on the sense of direction, ability to implement changes and programs effectively, and sense of personal commitment evidenced by senior and associate deans. Both instruments were mailed to all 505 campus employees, with 78% of the administrators, 41% of the faculty, and 24% of the staff members responding. A comparison of the Bakersfield study with three other organizational climate studies revealed that Bakersfield College did not meet national norms in five of the six climate variables rated; i.e., decision making, communication, motivation, leadership, and reward structures. On the other hand, respondents generally gave positive ratings to campus leaders. The survey instruments are included. (AYC)

Descriptors: Administrator Attitudes; *Administrator Effectiveness; *Administrators; *College Administration; Community Colleges; *Employee Attitudes; Faculty College Relationship; *Leadership; *Organizational Climate; Questionnaires; School Surveys; Self Evaluation (Groups); Teacher Attitudes; Two Year Colleges

ED301159 IR013499

The Development and Evaluation of an Interactive Video Lesson for Use in a General College Physics Course.

Cordes, Albert E.
1988
31p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR89

This report describes the development, use, and evaluation of an interactive video lesson for a community college level algebraic-based general physics class that could be used to demonstrate Newton's laws and the conservation of momentum. The lesson consisted of five mini-lessons including an introduction, a presentation of Newton's laws, a review of the impulse momentum equation, the conservation of momentum, and elastic and inelastic collisions. Students used the lesson and completed evaluation questionnaires. The lesson was also presented to faculty, who completed evaluation questionnaires. Students found the visual images of the video lesson helped to explain the physics principles, and also found that it was helpful to be able to control the pace and review segments of the lesson. They also found the lesson to be enjoyable. Faculty agreed that laser video technology could be used in their courses, but were concerned about the availability of videodisks for a variety of subject areas. Copies of both the student and faculty survey instruments are attached. (14 references) (Author/EW)

Descriptors: *College Science; *Computer Assisted Instruction; Computer Simulation; *Instructional Improvement; Instructional Material Evaluation; *Interactive Video; *Physics; Questionnaires; *Science Instruction; Student Attitudes; Teacher Attitudes; Two Year Colleges; Videodisks

ED301008 EC211755

Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-Service for Teachers.

Winter, Gwen W.
7 Jul 1988
549p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF02/PC22 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR89
Target Audience: Practitioners; Administrators; Teachers

The practicum was designed to provide five inservice workshops concerned with identification and teaching strategies for regular second grade teachers with gifted children in their classes. The practicum used an interdisciplinary approach to present teaching procedures intended to be practical, cost effective, socially viable, and appropriate to the needs of second grade gifted children. The classroom teachers evaluated the children on program strategies utilizing learning centers organized according to the GLASS (guidance, language arts, arts, social studies, and science) model. Program strategies were intended to facilitate individualized learning with the teacher as facilitator. The revolving door model was used to allow children to enter or leave the enrichment activities on an individual needs basis. Ten second grade teachers responded to post-program strategies with a favorable response of 98%. The 60 participating gifted

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

children from these schools showed a 21% increase in mean scores for positive attitudes on program strategies. Much of the document consists of materials for GLASS learning center activities, presented in two attached volumes (464 pages). A 68-item reference list and appended survey instruments are also provided. (DB)

Descriptors: *Enrichment Activities; *Gifted; Grade 2; Individualized Instruction; *Inservice Teacher Education; *Interdisciplinary Approach; Language Arts; Learning Activities; Mainstreaming; Primary Education; Science Education; Social Studies; Workshops

---

ED300964 EC211259

Developing Functional and Practical Application Strategies for the Psychiatric Reports of School Age Special Needs Children through Inservice Training.

Kincade, Bonita Louise

25 Mar 1988

149p.; Ed.D. Practicum, Nova University. Appended materials contain small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAPR89

Target Audience: Practitioners

This practicum project sought to improve the care of students with cognitive dysfunction through more effective interdisciplinary collaboration of mental health and education professionals. The project's objectives included increasing child psychiatric residents' knowledge of educational programs, and having consultation reports indicate inclusion of the components of a functional approach checklist designed to be included with each evaluation report sent to a school setting. A seminar was developed and presented to the child psychiatric staff in training at a medical college/hospital. The seminar covered the purpose of assessments, adaptive strategies in assessments, steps in creating developmental linkages, and a case study outlining assessment results and the individualized education program derived from the assessment. Using a pretest/posttest procedure, 19 of 20 residents showed a marked increase in their knowledge of the need for linkage between assessment and educational programming. Appendices include copies of questionnaires and questionnaire results, the pretest/posttest and results, the functional approach checklist, an outline for the seminar lecture and accompanying overhead projector sheets, a seminar handbook, and a seminar evaluation form and evaluation results. (JDD)

Descriptors: Curriculum Development; Delivery Systems; *Developmental Disabilities; Diagnostic Tests; Elementary Secondary Education; Handicap Identification; Higher Education ; Hospital Personnel; Individualized Education Programs; *Inservice Education; *Institutional Cooperation; *Interdisciplinary Approach; *Interprofessional Relationship; Intervention; Medical Students; Mental Health; *Psychiatric Services; Psychiatrists; Student Evaluation; Teachers; Teamwork

---

ED300963 EC211258

Increasing Information and Support for Parents and Teachers of Learning Disabled Students in Christian Schools.

Akins, Nancy T.

4 May 1988

111p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAPR89

Target Audience: Teachers; Practitioners

Parents and teachers of learning-disabled children in a Christian elementary school did not have adequate knowledge and understanding of learning disabilities and the effect these disabilities have on a child's ability to function at home, in the classroom, and in other areas of life. A practicum project was developed to inform parents and teachers about learning disabilities and to provide emotional support for these adults. A support group was formed, called Christian Resource and Outreach for Special Students (CROSS). The group planned programs consisting of professional presentations and group discussions. Other activities of the practicum project included direct assistance for classroom teachers, individual testing for possible learning disabilities, and implementation of a program of educational therapy for learning-disabled students based on the model of the Norfolk Institute for Learning Disabilities. Results of the project showed that parents and teachers who attended CROSS meetings felt that they had a better understanding of learning disabilities and wanted the group to continue. In previous years, learning-disabled students had been withdrawn from the school due to parental dissatisfaction with school services; no learning-disabled students were withdrawn from the school the year the project was implemented. (Author/JDD)

Descriptors: *Educational Therapy; Elementary Education; *Handicap Identification; Intervention; *Learning Disabilities ; *Parent Education; Parent School Relationship; Parent Student Relationship; Parochial Schools; Program Development; *Social Support Groups; *Teacher Education

---

ED300812 CS211570

Improving Writing Abilities of Middle Grade Students.

Elks, Ann Pharr

1988

114p.; Ed.D. Practicum, Nova University. Some pages of appendixes contain small, broken type.

EDRS Price - MF01/PC05 Plus Postage.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR89

A study focused on the problems of poor performance in classroom assignments and state-wide writing assessments of middle grade students in the practicum setting. The goals of the practicum plan were: (1) to improve teacher competency in the steps of the writing process; (2) to improve student attitudes about writing; and (3) to improve writing abilities and achievement of students by enhanced teaching practices and encouraging publishing for various audiences. Accomplishment of these goals was pursued through a series of staff development activities for teachers and subsequent implementation of classroom writing using the steps of the writing process and holistic scoring exercises as evaluation. Subjects, 142 students in a rural North Carolina school, completed both pre-implementation and post-implementation surveys; more than the projected 25% improved their attitude toward writing. Results indicated that the process writing approach improved the students' performances in composition. This improvement is expected to be perpetuated in all subjects across the curriculum as well as in annual writing assessments in future years. (Seven tables of data are included; 34 references and 13 appendixes are attached.) (RAE)

Descriptors: Elementary Education; Holistic Evaluation; Middle Schools; Prewriting; Process Education; Remedial Programs; Rural Environment; Teaching Methods; *Writing Evaluation; Writing for Publication; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; Writing Skills; Written Language
Identifiers: Writing Assignments

ED300732 CG021228

Improving Client Census and Client Retention in an Outpatient Drug Free Treatment Program for Juveniles.

Woeppel, Patrice
1988
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR89

In 6 years of operation, the outpatient drug free treatment program at a comprehensive youth serving agency in a mid-sized northeastern city had never performed to the funder's satisfaction, had received substantial cuts in grant awards each year, and was in danger of further budget cuts. An administrative intervention was designed to improve performance in the poorly functioning extant program. The goal of the intervention was to improve the quality and quantity of services delivered in the program, as measured by improved client retention and increased client census. Professional staff were hired, clinical training and regular clinical supervision were provided, after clear lines of authority and accountability were instituted. Recruitment of clients became a counseling staff responsibility. Length of time in program for each client was measured. Admissions, discharges, and total census were aggregated and monitored each month. Program census improved from 38% to 81% of program capacity during the life of the intervention, almost meeting the intervention objective of 85%. Client retention reached 42% during the 3 months of the project, somewhat short of the 50% goal but a significant increase over past performance. Another objective of the intervention, to develop a library of state-of-the-art materials was not achieved. Substantial planning to coordinate efforts between two agency units responsible for different aspects of implementing the intervention project was discarded after the end of the project, putting the treatment program under one unit. (Author/NB)

Descriptors: *Adolescents; Alcohol Abuse; Children; *Counseling Techniques; *Drug Rehabilitation; *Drug Use; *Prevention; Substance Abuse; *Youth Programs

---

ED300731 CG021227

A Training Program To Increase Elementary, Middle School, and Ninth Grade Counselors' Confidence in Suicide Prevention and Suicide Crisis Intervention.

Culp, Wayne L.
1988
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR89

A practicum was designed to train school counselors in recognizing the signs of suicide, assessing suicidal ideation, and managing a suicidal crisis. It was also designed to develop in counselors a more definitive idea of their role in a suicidal crisis. The primary goal was to increase counselors' confidence in their ability to assess and intervene appropriately in potential or actual suicidal crises. Six 2-hour workshops on depression, consultation, recognizing the signs of suicide, assessing suicidal ideation, managing a suicidal crisis, drugs and lethality, and legal issues were planned and developed. Three other workshops, designed to fill in any remaining gaps, were also designed, and an evaluation component was developed and administered to workshop participants. Participants were 12 school counselors from one school system who worked with students in elementary and middle schools or with ninth graders in the high school. Analysis of data following the workshops revealed that participants had a more definitive idea of their role in suicide intervention, and that they had increased confidence in their ability to recognize the signs of suicide, to assess suicidal ideation, and to manage a suicidal crisis following

(cont. next page)

workshop participation. All of the counselors attending the workshops indicated that the program had professional value to them and that they would like more programs of this nature. (Author/NB)

Descriptors: Competence; Counselor Role; *Counselor Training ; *Crisis Intervention; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; High Risk Students; Practicums; *Prevention; *School Counselors; *Suicide; Workshops

---

ED300709 CG021204

A Training Program to Reduce "Visitation Stress" in Single Parents and Their Latency Age Children.

Clark, Ron
1988
114p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEAPR89

This practicum was designed to decrease single parent and latency age child stress associated with child and noncustodial parent visitations, and to improve children's school behaviors. A 9-session, 12-week education and training program for single mothers (N=6) and their elementary school age children (N=15), designed to reduce stress by enhancing the children's visitations with their noncustodial parents, was conducted. Extensive homework assignments for all concentrated on coparenting, parent-child communication, reorganizing as a single-parent family, and goal setting. An evaluation of single parent stress and children's behavior was achieved through the administration of a pre/post single parent stress survey, a pre/post child behavior index completed by both teachers and parents, and a program evaluation completed by single parents. Results of the practicum were very positive, with single parent stress reduced by a mean of 21% and children's school behavior enhanced by a mean of 50%. Parent-child relationships were strengthened, the stress of noncustodial parent visitations was decreased, and single parent family reorganization following separation or divorce was enhanced. It is apparent that single parent families caught in the grip of visitation stress can be helped through a program of education and training. This stress reduction allows children to function better and to behave more appropriately in the classroom. (Author/ABL)

Descriptors: *Adjustment (to Environment); Adolescents; Behavior Development; *Children; Counseling Objectives; Counseling Techniques; *Divorce; Elementary Education; Elementary School Students; Family Problems; *Group Counseling ; Mothers; *One Parent Family; Stress Variables

Identifiers: *Noncustodial Parents; *Parent Visitation

ED300637 CE051307

Designing and Implementing Career Education for the Emotionally Handicapped Middle School Child.

Embler, Marc P.
1988
82p.; Ed.D. practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR89

A practicum addressed the problem of a lack of career education in a psychoeducational school, a lack that resulted in reduced student motivation, performance, and planning for the future. Following a literature review, suggestions were made for adjustments of instructional materials for emotionally handicapped students. A career education program was begun for the 12 middle school students to demonstrate that education is directly correlated with their future plans in the work world. The program included field trips, speakers, and materials related to career awareness. The materials included films, filmstrips, books, articles, workbooks, cassettes, and pamphlets. The results of the practicum were positive. This conclusion was based not only on results of objective instruments but also on the subjective opinions of those involved. The students became aware that learning is not only important but is crucial to meeting career goals. At the same time, they found that learning can be an enjoyable experience. (The report describes the career plan used and suggests ways it can be implemented by other programs. A checklist and questionnaires used in the project and a four page listing of printed and audiovisuals materials are appended.) (KC)

Descriptors: Behavior Disorders; *Career Awareness; *Career Choice; Career Education; *Career Exploration; Career Guidance ; *Education Work Relationship; *Emotional Disturbances; Intermediate Grades; Junior High Schools; Occupational Aspiration; Outcomes of Education; Program Effectiveness

---

ED300347 SP030538

An Examination of the Provision of Student Health Services by Publicly Funded Universities, To Assess the consistency of These Activities with the Societal Role of the Publicy Funded University in the 1980s.

Campbell, Charles R.
Aug 1987
50p.; Ed.D. Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAR89

This study assessed the consistency of student health care services at Arizona State University (ASU) at Tempe to see if

(cont. next page)

they were congruent with societal trends for institutions. A comparison of the health care center as it was in 1960 and in 1985 was made, and a literature review investigated how ASU parallels the general trend for health care in other schools of higher education. A questionnaire was submitted to random groups of students, alumni, faculty, health service personnel, and state legislators regarding the legitimacy, desirability, and cost-effectiveness of ASU's health care services. Recommendations for change were also sought. Findings indicated that ASU had greatly increased its health care services over the years and this was in line with the trend for such institutions. Most respondents felt relatively supportive of the health care service delivery system, though state legislators had some reservations about service delivery in the area of sexuality and about the cost-effectiveness of services. It was recommended that this research should be expanded by studying other areas of the health care service delivery system such as medical technologies. The questionnaire is appended. (Author/JD)

Descriptors: *Comparative Analysis; *Cost Effectiveness; *Delivery Systems; Higher Education; *Institutional Characteristics; Program Development; *School Health Services

Identifiers: *Arizona State University Tempe

ED300346 SP030537

Assessing the Impact of Major Intercollegiate Sports Programs on Arizona State University at Tempe, and Developing a Solution Strategy. Societal Factors Affecting Education.

Campbell, Charles R.
Feb 1987
44p.; Ed.D. Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAR89

This practicum evaluated the impact which Arizona State University (ASU) at Tempe's sports operation had on the university's ability to carry out its mission of education and research. Information was collected from library research on sports operations and educational institutions in general, and on the sports program at ASU. Personal interviews were conducted with the principal administrators of the university. This material was presented in the context of six situation audits highlighting the university's internal strengths and weaknesses as well as its external opportunities and threats. General findings from this analysis were: (1) there was an overemphasis on money and winning; (2) academically unqualified students were enrolled at the university; and (3) the university was not doing all that could be done to make sure that sports did not conflict with its mission. Recommendations are presented in the form of guidelines for action emphasizing the maintenance of a sports environment which recognizes and supports the concept of academic excellence. (Author/JD)

Descriptors: *Academic Standards; *College Athletics; Higher Education; Institutional Characteristics; Institutional Evaluation; *Institutional Mission; *Intercollegiate Cooperation; School Policy; *Social Values; Team Sports

Identifiers: *Arizona State University Tempe

ED300142 PS017641

Improving Music Skills of Elementary Students with Notation-Reading and Sight-Singing.

Harding, Mary H.
1988
371p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC15 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR89
Target Audience: Practitioners

A music educator designed for elementary school students who were musically unskilled a curriculum that was based on the methods of Kodaly and Orff, the philosophy of Warrener, and traditional music education concepts. A heterogeneous group of 606 second- through sixth-grade students in 4 schools participated in implementation of the curriculum. Specific learning activities were to be taught progressively over a 2-year period and focused on such topics as note-reading, sight-singing, melody, rhythm, harmony, form, tone color, and major and minor scales. Materials written especially for the practicum included beginner and intermediate programs in notation-reading and sight-singing, and recorder performance programs for second and third graders. A teacher attitude measure was developed, as were six pretest-posttests designed to measure children's ability to pursue intermediate studies in elementary and high school instrumental and vocal music. A workshop was conducted to demonstrate appropriate teaching techniques to two additional music educators participating in the intervention. Evaluation focused on the first three quarters of the beginner curriculum in all three curriculum areas. Findings revealed generally positive intervention effects. Curricula and measures are provided with related materials in 22 appendixes. (RH)

Descriptors: *Curriculum Development; Elementary Education; *Elementary School Students; *Learning Activities; Lesson Plans; *Music Education; Pretests Posttests; *Program Effectiveness; Teacher Attitudes; Workshops

ED300125 PS017610

Implementing a Program of Effective Instructional Practices and Interactional Patterns To Decrease Disruptive Behavior in an Elementary School and on the School Bus.

Hood, Emily W.
1988
79p.; Ed.D. Practicum, Nova University.

(cont. next page)

EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR89
Target Audience: Practitioners

A kindergarten teacher employed in an elementary school implemented a practicum designed to decrease the number of students referred to the principal's office for disciplinary action. Additional practicum goals were to improve student behavior in the classroom, cafeteria, and school bus; and teachers' classroom management techniques. Teachers were encouraged to use approaches most compatible with their teaching styles in order to meet the individual needs of students. During each faculty meeting, time was set aside for "Discipline Updates." Tapes were reviewed, techniques were discussed, and practical procedures for managing student behavior were demonstrated. Each teacher was provided with a periodically updated discipline notebook which contained a variety of practical procedures for managing discipline problems. Cafeteria monitors and school bus drivers were asked to use selected strategies to manage disruptive students. As a result of the intervention, disruptive incidents decreased, and fewer students were referred for disciplinary action. Informal teachers' responses indicated an increase in their use of classroom management techniques. Teachers suggested that the program be continued and expanded to include additional behavior management strategies. Thirty-five references are listed and related materials are appended. (RH)

Descriptors: *Classroom Techniques; *Discipline; Discipline Policy; Educational Practices; Elementary Education; Elementary School Students; *Student Improvement; *Teacher Improvement; Training
Identifiers: *Bus Drivers; *Cafeteria Monitors

ED300106 PS017345

Increasing Social Competency in Preschool Children Using Cognitive-Behavioral Intervention.

Brown, Terry Blakely
1988
96p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR89
Target Audience: Practitioners

A school psychologist implemented a practicum designed to increase the prosocial behaviors of children attending a preschool center that integrated handicapped (N=26) and nonhandicapped (N=22) children. Observations had indicated that many of the children at the center were unable to work and play with others without hitting and getting hurt in return. To improve children's behavior, a social skills training program was developed. The program focused on the skills of listening to the teacher, doing what the teacher says, following classroom rules, doing the best work possible, following rules of play, assisting others, sharing with others, and coping with anger, negation, and teasing. Skits with puppets were used to present 24 stories which featured 10 social skills. One story was presented semiweekly for 12 weeks to children in four classrooms. Teachers were trained in specific techniques designed to encourage the transfer and generalization of prosocial learning to various settings in the natural environment of the center. Post-training evaluation data indicated that preschool children demonstrated fewer deficiencies in each of the 10 social skills addressed in the training program. Eight tables/figures and 33 references are provided. Appendixes include instruments used in the project, a sample from the weekly log and charts comparing studies reported in the literature. (RH)

Descriptors: Generalization; *Interpersonal Competence; *Preschool Children; Preschool Education; *Prosocial Behavior Puppetry; *Skill Development; *Training; *Transfer of Training

ED299756 EC211035

Increasing Elementary Classroom Teachers' Awareness of Educating the Emotionally Handicapped Child through Inservice Instruction.

Levine, Sheri G.
9 Jun 1988
202p.; Ed.D. Practicum II Report, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR89

The practicum report describes inservice training to increase mainstream elementary teachers' (N=15) awareness of the ramifications of having an emotionally handicapped child in the regular classroom through increased knowledge of the Individualized Educational Plan (IEP) and its guidelines and procedures. The inservice program was developed and implemented by the special resource teacher for emotionally handicapped children and covered behavior management approaches and alternative interventions for use with emotionally handicapped children in the mainstream. The multifaceted program involved classroom observations; individual conferences with the teachers, principal, and guidance counselor; as well as monthly individual direct assistance inservice training focusing on such topics as the following: causes of emotional disturbance, behavior patterns of the emotionally handicapped, philosophy and legal basis for mainstreaming, current implications of Public Law 94-142, referral and screening, parent rights, recordkeeping, the IEP, and behavior management. A major portion of the document consists of appendixes including the pre- and post-intervention instruments, the Student Daily Completion Sheet, conference documentation forms, the classroom teacher

(cont. next page)

problem-observation form, behavior management suggestions, and available resources. (DB)

Descriptors: *Behavior Change; Classroom Observation Techniques; *Classroom Techniques; Consultants; Due Process; Educational Legislation; Elementary Education; *Emotional Disturbances; Etiology; *Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; Recordkeeping; Resource Teachers; Teacher Role; Teaching Methods

Identifiers: *Education for All Handicapped Children Act

ED299755 EC211034

Increasing the Musically Talented Elementary School Student's Musical Skills and Knowledge.

Meils, Elaine A.

16 May 1988

121p.; Ed.D. Practicum I Report, Nova University. Print is light and variable and may not reproduce well.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR89

Target Audience: Teachers; Policymakers; Practitioners

A class was developed for 10 musically talented students in an elementary school, to enable the students to increase their musical interest and knowledge and to improve their music performance skills. Strategies for providing a more challenging musical environment for these students included: a pull-out class, teaching of music theory and composition accompanied by student performances, and individual student projects involving reports on music topics or performances of compositions practiced independently. A posttest on the subject of music theory and composition showed that each of the 10 talented students showed an increase in music understanding over the pretest. A teacher-made performance checklist showed improvements in music performance skills, and a pre- and post-attitude survey also showed that students' enthusiasm for music had increased. Appendices include copies of the student interview form, music coordinator letter, parent questionnaire, pre- and post-test, student performance checklist, student attitude survey, weekly log, summation of student performance checklist, summation of weekly logs, results of student attitude survey, student evaluation form and final evaluation form. (Author/JDD)

Descriptors: *Advanced Courses; Advanced Students; Attitude Change; Elementary Education; Enrichment Activities; Musical Composition; *Music Education; Music Theory; Outcomes of Education; Performance; Special Classes; Special Programs; Student Attitudes; *Talent; *Talent Development; *Teaching Methods

---

ED299058 PS017594

Development of a College-Based CDA Training Program for Interested Community Practitioners and Supervisors.

Lenhoff, Rosalyn

1988

60p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB89

Target Audience: Practitioners

A Head Start training program director designed a practicum to provide a short-term, cost-effective training program for community child care providers interested in earning the Child Development Associate (CDA) credential. In addition, a training-of-trainers component was developed for program supervisors interested in serving as advisors to practitioners working in their programs. Developed were a three-credit college-based course for practitioners and a simultaneous one-credit college-based course for supervisor/advisors, based on the CDA competency assessment system. Concrete, experiential activities, within a collaborative, socially interactive context were designed to enable transfer of learning to participants' work settings. Evaluation data indicated that practicum outcomes were positive. All participants reported that they had applied newly acquired knowledge in their work site. A high percentage of participating practitioners earned their CDA credential within 7 months after the training program, and a high percentage of the supervisor/advisors successfully assisted their candidates in becoming credentialled. Related materials are appended. (RH)

Descriptors: *Certification; *Competency Based Teacher Education; *Curriculum Development; Early Childhood Education *Education Courses; Postsecondary Education; *Preschool Teachers; *Supervisory Training

Identifiers: *CDA; Child Development Associate

ED299057 PS017593

Developing Materials and Support for Early Childhood Educators To Increase Abilities To Become Effective Advocates.

Robinson, Barbara J.

1988

56p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB89

Target Audience: Practitioners

Because early childhood educators were minimally knowledgeable about and uninvolved in state legislative activities affecting their profession, an experienced child

(cont. next page)

advocate developed a practicum to increase practitioners' knowledge and involvement. To attain practicum objectives, an advocacy handbook was developed and an advocacy project support group was organized. Consisting of over 100 pages, the handbook included introductory material about the advocacy pilot project, a sample director's letter to parents, a calendar of events, a sample introductory letter to legislators and correct forms of address, a sample letter to legislator from parents, a sample letter concerning the Act for Better Child Care (the ABC Bill), information about the ABC Bill, a directory of state legislators, a congressional directory, a summary of children's legislation, public policy alerts, a description of how a bill becomes a law, glossaries of legislative and congressional terms, the bicentenial edition of the Constitution of the United States, and guidelines on lobbying legislators and getting favorable legislation passed. By the end of the tenth month of the project implementation plan, over 5,000 commitments were made to participate in the advocacy project by staff, parents, college students, and children. Appended are sample surveys, handbook table of contents, dissemination tracking and commitment forms, and an events calendar summary. (RH)

Descriptors: *Child Advocacy; Early Childhood Education; Educational Legislation; *Guides; *Lobbying; Material Development; Political Issues; Professional Development; *Social Support Groups

ED299052 PS017581

Stress Management Techniques for Young Children.

Piper, Francesca M.

1988

48p.; M.S. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB89

Target Audience: Practitioners

The director of a not-for-profit nursery school adapted the adult stress management techniques of exercise and relaxation for use with 3- to 5-year-old children. Specifically, children were taught visualization techniques and yoga exercises involving deep breathing. The goal of the practicum was to rechannel children's negative stress-related behaviors, such as hitting, pushing, and loud talking, into creative and productive outlets. After going through a series of yoga exercises, children sat or reclined, closed their eyes, and responded to a request to imagine something. After completing the exercise, children talked about their thoughts and, if they wished, responded to their experiences by drawing or painting. After approximately 3 weeks, children could be quieted without the use of yoga. Over a period of 10 weeks, visualization and guided imagery proved to be especially successful in calming and increasing the attention spans of members of the 4- and 5-year-old groups. The group as a whole showed increased self-control after the visualization sessions. Overall classroom mood was calmer, more focused, and more cooperative after the intervention sessions. It is concluded that visualization helps young children deal with problems. (RH)

Descriptors: Early Childhood Education; Nursery Schools; *Preschool Children; *Prosocial Behavior; *Relaxation Training ; *Stress Management; *Student Improvement; *Visualization

Identifiers: *Yoga

ED298976 JC880390

Development of a Two-Year Associate Arts Degree in Environmental Health Technology.

Campbell, Charles R.

[1988

39p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEFEB89

The field of Environmental Health Technology (EHT) encompasses both the equipment and the trained expertise required to utilize land, water, energy, and minerals in the service of human health and welfare. EHT technicians work in disease control, licensing bureaus, hospitals, nursing homes, hazardous waste agencies, and other health agencies. In Arizona, EHT personnel must be licensed and registered. In response to the state's need for trained personnel in the field, a study was conducted to identify the general competencies and knowledge, and the broad and specific skills that should be included in an associate degree EHT curriculum. EHT personnel at various state and county departments were asked to assess the importance of 18 curricular subjects to their work. An analysis of 10 randomly selected questionnaires from each of five responding agencies suggested that the EHT curriculum should cover, in order of importance: (1) public health laws; (2) sampling techniques; (3) survey and test kits; (4) health problems and priorities; (5) microbiology; (6) epidemiology; (7) program planning and implementation; (8) biology; (9) legal factors; (10) supervisory techniques; (11) systems approaches; (12) group dynamics; (13) public information planning; (14) testing and training aids; (15) inorganic and organic chemistry; (16) survey methods; (17) mathematics and introductory statistics; and (18) audio-visual aids. The survey instrument is appended. (EJV)

Descriptors: *Allied Health Occupations Education; Associate Degrees; Community Colleges; *Curriculum Development; Environmental Education; *Environmental Technicians; Program Development; Two Year Colleges

Identifiers: *Environmental Health Technology; *Maricopa County Community College District AZ

DIALOG File 1: ERIC _ 66-92/FEB.

ED298803 HE021659

The Effects of Social and Environmental Factors on Informal Teaching-Learning Transactions between Female Nurses and Female Physicians.

Stegman, Carolyn Beitzel
Mar 1987
294p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEFEB89

Patient care in a hospital setting is directly related to the professional information and knowledge exchange between physicians and nurses concerning patients in their own care. This exchange, while informal, is considered a teaching-learning transaction. In recent years, as gender ratios in medicine have changed, a new transaction has arisen between female physicians and female nurses, and a study of the social and environmental factors which influence and impact these women is presented. Data was collected chiefly by means of open-ended nonstructured interviews with 50 members of the two groups under study working in a range of institutions located in the eastern half of the United States. Chapter topics include: female physicians' and female nurses' perceptions of the teaching-learning transaction strengths between each other as women; how respondents felt the teaching-learning transaction between women enhanced patient care; socialization and bonding; the issue of sexuality; the emergence and analysis of barriers; and the effect of negative incidents. The study indicates that the teaching-learning transaction between women is different and largely positive (with more teaching and learning), though in some cases, this positive interaction contains an undercurrent of manipulation. Six major recommendations focus on designing educational curricula to be shared with women in medicine and nursing through their professional literature and associations and in workshops. An appendix includes sample interview questions, and 70 references are provided. (SM)

Descriptors: *Employed Women; *Environmental Influences; Females; *Helping Relationship; Higher Education; *Hospital Personnel; Instruction; Interprofessional Relationship; Learning; Nurses; Physicians; Professional Development; *Social Influences

ED298729 EC210765

A School-Based Therapeutic/Educational Program for Severely Disturbed Latency Aged Children.

Shelby, Madge E.
1988
138p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB89

Through joint efforts of mental health and education professionals, a school-based therapeutic/educational program for seriously emotionally disturbed children, some of whom had additional identified disabilities such as mental retardation, was initiated with 15 students (ages 8-13). The educational component of the program was based on an individualized education program (IEP) for each student, while the therapeutic component consisted primarily of group therapy treatment focusing on social skills, insight groups, and expressive activities. A parent advocacy group was formed, and community awareness activities planned and executed. Posttest evaluations following 6 months of program operation indicated that 12 of the 15 students met the target academic goal of increasing their academic achievement levels by 6 months. Improvement in levels of behavioral functioning based on identified social/emotional objectives showed similar improvement for 12 of the 15 students. Among conclusions drawn from the initial program effort were (1) that the primary population for a latency aged program of this type is single-diagnosed seriously emotionally disturbed students rather than those with multiple disabilities, and (2) that better definition of the role of the mental health worker in the classroom was needed. (JW)

Descriptors: Achievement Gains; *Agency Cooperation; Behavior Change; Cooperative Planning; *Delivery Systems; Diagnostic Teaching; Educational Cooperation; *Emotional Disturbances; Group Therapy; Individualized Education Programs ; Intermediate Grades; Mental Health Programs; *Multiple Disabilities; Outreach Programs; Program Effectiveness; *Psychoeducational Methods

ED298698 EC210632

A Prevocational Program for Increasing Career Awareness of Sixth and Seventh Grade Emotionally Handicapped Students.

Davis, Pamela S.
1988
127p.; Practicum I Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB89

The practicum report describes a program designed to enhance the prevocational education program offered emotionally handicapped sixth and seventh graders in a self-contained classroom setting. Major project goals included incorporating the prevocational educational skills into the daily curriculum and promoting a team approach. The program involved inservice training, orientation sessions, student assessment, and program development and implementation. Program results included student participation in jobs inside and outside of

(cont. next page)

the classroom, visits by resource persons to the class, a field trip to an employment agency, student vocational assessment, and increased student awareness due to daily emphasis on occupational information and everyday living skills. (DB)

Descriptors: Career Awareness; *Career Exploration; Curriculum Development; *Emotional Disturbances; Inservice Teacher Education; Junior High Schools; *Prevocational Education; *Special Classes; Student Evaluation; Vocational Evaluation

ED298499 CS211465

Integrating Children's Literature in a Middle School Language Arts Curriculum through a Planned Cognitive and Affective Program of Instruction.

Restrepo, Jane Simi

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

1988

333p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC14 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); TEACHING GUIDE (052); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB89

Carried out as the practicum of a doctoral program in early and middle childhood education, this report describes the development of a children's literature program for a middle school in a lower middle-class neighborhood in Florida where reading scores were below district and national norms, and where a literature anthology of condensed books or short stories was the only reading text used. Chapter 1 introduces the setting and the author; Chapter 2 discusses the problem and its causes. Goals are stated in Chapter 3; Chapter 4 describes the solution strategy; and Chapter 5 presents results (indicating that students benefited from and enjoyed the children's literature program and developed a working knowledge of literary elements as well as creative and critical thinking skills), conclusions, and recommendations. Three tables of data are included; 63 references and 20 appendixes conclude the report. A curriculum guide follows, forming the second major section of this document. The guide has eight chapters, corresponding to the eight literary genres dealt with in the children's literature program. Each chapter contains lists of vocabulary words and discussion questions for several books of each genre. A 65-item bibliography concludes the guide. (SR)

Descriptors: *Adolescent Literature; Childrens Literature; Curriculum Development; Grade 7; Junior High Schools; Literary Genres; *Literature Appreciation; Middle Schools; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills

ED298352 CE050961

Increasing Third Graders' Knowledge of Career Possibilities through Structured Learning Activities.

Mosley, Melva Wilson

1988

114p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEFEB89

A practicum project was undertaken to develop and implement a career education program that would introduce third graders to career opportunities. The setting for the project was an industrial city in the Midwest. The goals addressed in the set of structured activities developed were to: (1) increase third graders' awareness of career opportunities; (2) help students understand and appreciate the responsibility that workers have to their communities; (3) help them develop better communication skills; (4) help them identify appropriate learning skills for various occupations; and (5) encourage students to read about various careers. A variety of 30-minute activities were developed to accomplish these goals during the 10-week program. The following were among the types of activities developed for the project: role playing, tours of local businesses, compilation of career scrapbooks, book reports on supplementary reading materials, guest speakers, development of career booklets, and parent inservice sessions. Most of the students involved in the project were able to demonstrate a knowledge of at least 80 percent of the questions included on the project posttest. (MN)

Descriptors: *Career Awareness; *Communication Skills; *Curriculum Development; Grade 3; Information Utilization; *Learning Activities; *Occupational Information; Primary Education; *Work Environment

Identifiers: *Structured Activities

ED297968 SE049468

Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.

Daab, Marcia J.

1988

109p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN89

Target Audience: Teachers; Administrators; Practitioners

This practicum addressed the problem of decreased participation of fifth-grade students in the science fair. At this grade level, the science fair guidelines mandate that students enter a research-type project. For many fifth-grade students the desire to tackle this monumental task does not

(cont. next page)

match their developing cognitive skills. The literature disclosed evidence that would support this age students' lack of skill needed for experimenting. The literature also offered a variety of suggestions for successful science fairs. The goals of the practicum were: (1) to improve participation of fifth-grade students in the science fair; and (2) to improve the students attitude toward the science fair. To attain the goals, the writer implemented a program offering a special science class that addressed the need of those fifth-grade students interested in participating in the science fair. The students were guided through all the science process skills necessary to create and develop a science fair project with the use of a step-by-step workbook that was written especially for such students. The data analysis indicates that fifth-grade participation was not increased, but attitudes of both students and parents toward the fair improved. (Author)

Descriptors: *Elementary School Science; Grade 5; *Intermediate Grades; *Parent Attitudes; *Science Activities; Science Education; *Science Fairs; Science Projects; *Student Attitudes

---

ED297889 PS017535

The Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.

Scott, Geraldine W.

1988

94p.; Ed.D. Practicum, Nova University. Some pages have faint, broken print.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN89

Target Audience: Practitioners

Because the kindergarten curriculum of a small, rural elementary school appeared to be inappropriate for some children, a school psychologist implemented a practicum designed to provide a positive school experience for those not ready to learn from formal reading materials. The primary goal of the practicum was to provide activities during the reading period for kindergarten children lacking readiness skills. A second goal was to improve students' basic skills. Intervention activities included a survey of kindergarten teachers to determine their goals and feelings and to find out what kindergarten students were doing; discussion with administrators and teachers of the reasons for a change in some students' curriculum; mobilization of teacher support and agreement to change activities during the reading period; administration of a pre- and post-test to kindergarten children in the lowest reading groups; and regular meetings with teachers to resolve problems they encountered in modifying instruction. Evaluation data indicated that the intervention was positive. Teachers reported that children enjoyed the alternative learning activities. It is concluded that developmental activities can provide kindergarten children with the opportunity to develop readiness skills, and that such skills can be developed without formal reading instruction. Related materials are appended, including the teacher survey, responses, developmental activities log, and 14 pages of developmental activities. (RH)

Descriptors: Basic Skills; *Curriculum Development; *Kindergarten Children; *Learning Activities; Primary Education; *Reading Readiness; *Student Improvement

Identifiers: *Developmentally Appropriate Programs

ED297887 PS017531

Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.

Wilson, Addie Bates

1988

103p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN89

Target Audience: Practitioners

Aware that some kindergarten children are not ready for the demands of a structured program, a kindergarten teacher developed and implemented a program which made use of classroom learning centers to help kindergarten students grow in all areas of development. Special attention was given to the process of helping students: (1) develop belief in themselves and respect for others; (2) establish effective work habits; and (3) strengthen their desire to learn. The learning centers created an environment which stimulated students' learning, permitted social interaction, and contributed to security and self-confidence. Pre- and post-intervention assessments indicated that each student was able to grow emotionally, socially, physically, and intellectually as a result of planned experiences with concrete objects and interaction with peers and adults. It was concluded that the learning centers had a strong influence in motivating students to become independent learners. Students were successful in mastering skills associated with the kindergarten curriculum. They worked cooperatively and developed positive attitudes, values, and basic skills through daily exposure to learning center activities. The program is to be continued and expanded in the next school year. Related materials are appended, including student inventories and progress reports, a chart of learning centers, and sample learning center contracts. (RH)

Descriptors: Grade Repetition; *Kindergarten Children; Learning Activities; *Learning Centers (Classroom); *Learning Readiness; Primary Education; *Self Concept; *Student Attitudes; *Student Development; Student Promotion

DIALOG File 1: ERIC _ 66-92/FEB.

ED297881 PS017520

Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.

Sutton, Alfred L.
1988
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN89
Target Audience: Practitioners

The director of career education and coordinator of the department of human growth and development at a private college implemented a practicum designed to expand the knowledge level of early childhood students in teacher training by requiring that they participate in the college's day care center. The primary purpose of the practicum was to improve students' competencies by means of hands-on experiences. A second aim was to expand the use of the center as a teaching tool. Activities included: (1) the coordination of the efforts of the teaching faculty, child care center director, and participating students; (2) establishment of a control group; (3) collection and analysis of data on students collected while students interacted with children; (4) development of a questionnaire and analysis of survey data; and (5) development of an interview format and analysis of interview data. Data indicated that many of the participating students characterized their experiences in the child care setting as rewarding or extremely rewarding. The use of the child care center as a teaching site was expanded. Student grades suggested that a satisfactory level of competence was reached by participating students. Related materials are appended, including questionnaires and study results. (RH)

Descriptors: *College Students; *Day Care Centers; *Early Childhood Education; *Educational Experience; *Preservice Teacher Education; *Student Participation

ED297866 PS017499

Developing a Community Based Model for Involvement in the Elementary School.

Donahue, Joseph T.
Jul 1988
215p.; Ed.D. Practicum, Nova University. Portions of appended material contain marginally legible print.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN89
Target Audience: Practitioners

The principal of a public elementary school serving grades K through 6 developed a community involvement program for a school in which community involvement had not been a major factor in the educational process. Primary objectives of the practicum were to increase the number of parents and other community members participating in activities sponsored by the Parent Teacher Association (PTA) and acting as volunteers in the school. To attain these goals, the PTA was restructured and a variety of committees were formed to facilitate community involvement. Various programs were implemented to encourage individuals to become actively involved in the educational process, and in-service workshops helped parents and other community members to view themselves as equal partners and collaborators in children's education. Practicum evaluation data indicated that results were positive. The number of parents and other community members participating in PTA-sponsored activities increased by 16 percent, and the number of parents and community members acting as volunteers in the school increased by 220 percent. Related materials are provided in 36 appendixes. (RH)

Descriptors: *Administrator Role; *Committees; *Community Involvement; Cross Age Teaching; Elementary Education; *Inservice Education; Newsletters; *Organizational Change; Parent Participation; *Parent Role; Parent Teacher Conferences ; School Community Relationship; Student Role; Volunteers

Identifiers: Cooperative Learning; *Parent Teacher Association

ED297865 PS017496

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.

Czech, Rosemary Hughes
1988
68p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN89
Target Audience: Practitioners

A practicum designed to help 10 first-graders successfully complete their homework, and to involve their parents as teachers at home, was implemented by a school social worker who was a member of a multidisciplinary child study team that assisted students with academic, social, and behavioral problems. Many children referred to the child study team for academic reasons had difficulty completing homework assignments. Test scores indicated that children who did not complete homework assignments performed poorly on standardized tests. Parents of these children frequently requested information on ways to help their children at home. Practicum objectives were met through: (1) use of a computer to chart the completion of homework assignments; (2) a system of rewards designed to motivate students; and (3) workshops and home visits that trained parents to assist their children. Practicum evaluation data indicated that all objectives were met. In addition, results of pre- and posttesting with the Ginn Reading Program Level Test indicated that homework was an

(cont. next page)

effective means of improving reading achievement among grade 1 students. Related material is provided in 10 appendixes. (RH)

Descriptors: Academic Achievement; *Computer Uses in Education; Educational Improvement; *Elementary School Students; Grade 1; Home Visits; *Homework; Intervention; *Parent Role; Primary Education; *Reading Achievement; *Student Motivation; Workshops

Identifiers: *Parents as Teachers

ED297829 JC880380

A Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.

Carraway, Cassandra Todd
Aug 1988
147p.; Ed. D. Dissertation, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN89
Target Audience: Practitioners

A study was conducted to determine the current Acquired Immune Deficiency Syndrome (AIDS) policies, educational programs, and services for students, faculty, and staff in the 106 California community colleges; to predict the impact AIDS education and related services are likely to have on the colleges; to recommend appropriate action for the Los Angeles Community College District; and to develop an AIDS resource guide. Questionnaires were sent to the health services coordinator or director of institutional research and planning at all California community colleges. Study findings, based on a 100% response rate, included the following: (1) 32% of the colleges had received AIDS guidelines from the American College Health Association and had discussed them with faculty and staff; (2) 26% had developed AIDS policies and guidelines; (3) 64% offered referral services, 52% had an AIDS resource center, 34% had a telephone information service, 51% offered individual consultations, 9% offered training for campus leaders, 42% engaged in outreach, and 66% conducted special campus events; (4) although all colleges perceived a need to offer AIDS education for the campus community, only 50% of the colleges had offered AIDS seminars/workshops for faculty and staff, 28% provided counseling geared specifically to at-risk groups, and 12% had adjusted counseling services; and (5) while only 19 colleges offered screening and testing for AIDS on campus, 75% provided referrals to medical centers. An extensive literature review, a 69-item bibliography, a guide to information and organizational resources, and the survey instrument are included. (EJV)

Descriptors: *Acquired Immune Deficiency Syndrome; *Administrative Policy; Community Colleges; *Counseling Services; *Disease Control; Health Activities; *Health Education; School Policy; State Surveys; Two Year Colleges

Identifiers: *California

ED297672 HE021649

An Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.

Newman, James F.
Jun 1986
105p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN89

A questionnaire survey was conducted to examine academic freedom as perceived by faculty members at Dowling College (New York) and by administrators in general. Topics covered in this study include: elements of academic freedom, the faculty and academic freedom, relationship of the Board of Trustees to the faculty, relationship of the administration to the faculty, election of officers, standard setting, appointment procedures, tenure, relationship of faculty members with colleagues, relationship of faculty members with students, extramural activities, external pressures, governance, right to strike, and other areas. Recommendations include the following: establishing a Joint Committee on Faculty Rights and Responsibilities; establishing a committee of Board members, administrators, and faculty to examine the relationship of the board and administration to the faculty; reaching an agreement about the responsibility for directing the college's educational policies; reaching an agreement regarding the responsibility for faculty status; discussing the granting or non-granting of tenure; re-examining and clarifying institutional governance procedures; avoiding strikes at all costs; and recognizing and defending the academic freedom of students. An appendix provides the academic freedom questionnaire. Contains 55 references. Tables are included. (SM)

Descriptors: *Academic Freedom; Administrative Policy; *Administrator Attitudes; *Educational Environment; Educational Philosophy; *Faculty College Relationship; Governance; Higher Education; Intellectual Freedom; Questionnaires; Student Rights; Teacher Attitudes; Teacher Rights; Teacher Role; Tenure

Identifiers: *Dowling College NY

ED297275 CS009227

Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.

Knupp, Richard
1988
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143);

(cont. next page)

TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN89

A study examined the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. The oral reading skills of eight students from an urban northeastern United States community identified as educationally handicapped were measured over a 12-week period using the Analytical Reading Inventory as pre- and posttests. After placement at the appropriate reading level, subjects (N=8) were assigned 100-word segments to read aloud individually to the instructor. The oral reading rate, number of errors, and comprehension were recorded by the instructor. Subjects began a new story when they could read 85 words per minute. Results indicated that poor readers learned to develop reading speed and fluency with repeated practice. The subjects improved their reading speed and comprehension and decreased the number of word errors. (Thirty references, eight tables of data and several evaluation instruments are appended.) (RS)

Descriptors: Elementary Education; *Learning Disabilities; *Oral Reading; Reading Difficulties; *Reading Programs; Reading Research; *Remedial Reading; Word Recognition
Identifiers: Reading Fluency; *Repeated Readings

ED296805 PS017470
Implementation of a Program To Actively Involve Parents in the Education of Their Fourth-Grade Children by Participating in School Activities.
Chisom, Yvette L.
1988
83p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88
Target Audience: Practitioners

An elementary school teacher in an urban school serving economically disadvantaged and middle-class black students implemented a practicum designed to increase involvement of parents of intermediate grade students in their children's education. Parent participation was mandatory in preschool and primary programs. But when children entered the fourth grade, parents no longer participated in school activities or volunteered to help in classrooms. The goal of the practicum was to implement a program in which parents would participate in school activities, form partnerships with teachers, and engage children in learning activities at home. Activities conducted included: (1) establishing rapport with parents; (2) informing parents of the proposed program and soliciting support; (3) gaining parents' commitment to help children learn in school and at home; (4) forming committees to plan and execute a fund-raiser; (5) selecting and purchasing test preparation materials; and (6) holding an assembly, an open house, field trips, and an awards and recognition luncheon. Evaluation data indicated that the practicum objective was met. Plans were made to expand the program for a second year. Appended materials include surveys, an inventory, a log, learning guidelines, activity sheets, and a page from a student's home learning journal. (RH)

Descriptors: Committees; Decision Making; Educational Improvement; Elementary Education; *Grade 4; Home Study; Intermediate Grades; Intervention; Learning Activities; Organizational Communication; *Parent Participation; *Parent School Relationship; Planning; Socialization; Teacher Aides

---

ED296804 PS017463
Developing and Implementing a Curriculum for the Before/After School Child Care Program.
Webb, Nina W.
1988
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

An elementary school teacher implemented a practicum designed to: (1) provide a curriculum for a before and after school day care program serving primary school students; and (2) solve problems encountered in the implementation of a pilot school-age child care program. A review of the literature indicated that few curriculums had been developed for school-age children in day care programs. Many programs were modeled on preschool programs, even though the needs of school-age and preschool children vary. The specific goal of the intervention was to produce a well-organized and well-supervised curriculum and program that met the developmental needs of school-age children. The Star Team curriculum, which was constructed in the form of a menu, was developed and implemented. The menu format offered the advantages of flexibility, adaptability, and variety. The goal of the curriculum was to provide opportunities for kindergarten children and primary school students in grades one, two, and three to learn about themselves and others in an informal setting. Practicum evaluation data indicated that participating children improved scores on pre- and post-evaluation instruments. The curriculum is appended. (RH)

Descriptors: *After School Programs; *Curriculum Development ; Educational Improvement; Extended School Day; Intervention; *Learning Activities; Primary Education; *Program Implementation; Program Improvement; *School Age Day Care; *Self Concept

DIALOG File 1: ERIC _ 66-92/FEB.

ED296803 PS017462
A Program Designed To Increase Involvement and Provide Education to Parents of Kindergarten Children.
Nachman, Leah B.
1988
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

A kindergarten teacher implemented a practicum designed to increase parent involvement in their children's kindergarten and give parents information about the kindergarten program. Specific goals of the intervention were to inform parents about kindergarten routine, kindergarten requirements and concepts of child development, and to help parents develop positive attitudes toward the school. Intervention activities selected to address the need for increased parent participation included: (1) kindergarten orientation; (2) monthly newsletters; (3) parent workshops; (4) child-produced presentations for parents; (5) a classroom volunteer program; (6) a classroom visitation program; and (7) parent-teacher conferences. Practicum evaluation data indicated that the goals of the intervention were met. In view of the program's effectiveness, participating kindergarten teachers planned to continue it for a second year. Related materials including the survey instrument are appended. (RH)

Descriptors: Educational Improvement; *Family School Relationship; Intervention; *Kindergarten; Newsletters; *Parent Attitudes; *Parent Participation; Parent Teacher Conferences; Primary Education; *Program Effectiveness; Volunteers; Workshops

ED296802 PS017461
Supplementing Assertive Discipline with Conflict Resolution To Develop Social Skills at the Intermediate Level.
Parkhurst, Kathleen J.
1988
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

A middle school principal with 17 years of experience as a classroom teacher implemented a practicum designed to develop positive, long-lasting social skills among elementary school students in the intermediate grades. The primary goal of the intervention was to decrease the number of instances in which students used verbal or physical aggression to solve conflicts in informal and unsupervised situations. A second aim was to provide students with strategies for solving conflicts peacefully. The principal and intermediate grade teachers selected the Creative Conflict Resolution for Kids program for implementation. Implementation involved: (1) in-service training for teachers who, in turn, trained students; (2) monitoring of the progress of students in applying skills learned; (3) assistance to teachers who monitored students; and (4) collection and review of practicum evaluation data. Data indicated that outcomes of the intervention were positive. The number of students referred to the principal because of aggressive behavior decreased, as did the number of verbal conflicts on the playground. Students requested opportunities to discuss conflicts with peers. Close relationships between teachers and students developed as a result of classroom discussions of conflict resolution. Related materials including the survey instrument are appended. (RH)

Descriptors: Aggression; *Conflict Resolution; *Discipline Problems; Educational Improvement; Elementary Education; *Elementary School Students; Inservice Teacher Education; Intermediate Grades; *Interpersonal Competence; Intervention; Program Effectiveness; *Prosocial Behavior
Identifiers: Program Monitoring

ED296800 PS017459
Improving Parental Involvement in the Primary School through Increased Parental Awareness and Development of Parenting Skills.
Wright, Ellen M.
1988
109p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

A learning disability teacher consultant to a school district implemented a practicum designed to counter a gradual decline in involvement of parents of children in kindergarten through third grade. Practicum goals were to: (1) increase parents' knowledge and understanding of school program goals and activities in order to maximize the effectiveness of interventions with the children; (2) encourage parental involvement in the ongoing activities of the primary school program; and (3) increase parenting skills and help parents become facilitators of their children's development. A needs assessment survey of teachers and parents was administered. A need for workshops, seminars, dissemination of information, newsletters, and parenting skills development was identified. Workshops and an Active Parenting seminar were planned and supervised. Radio and public television announcements, newspaper articles and advertisements, newsletters, and notices sent home with students were used to encourage parental involvement. Evaluation data indicated that the practicum was a positive experience for participating teachers and parents. Related materials including: introductory

(cont. next page)

letters, the parent needs assessment, the staff survey, the state commissioner's letter, parent needs assessment results, staff survey results, parent involvement evaluation, the parent sign-in scheet, the newsletter information sheet and a memo to primary school teachers are appended. (RH)

Descriptors: *Educational Objectives; *Parent Education; *Parenting Skills; Parent Participation; *Parent School Relationship; Parent Workshops; Primary Education; Publicity; Public Relations; *School Activities; Seminars

Identifiers: *Parents As Teachers

ED296799 PS017457

Developing and Implementing a Parental Awareness Program to Enhance Techniques for Fostering Preschool Critical Thinking Skills.

Gilmore, Helen Moore
1988
145p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

An educational consultant with experience in teaching graduate courses for teacher certification in gifted education implemented a practicum designed to develop selected thinking skills in approximately 40 nursery school 3-year-olds. The practicum was also intended to inform parents of practical techniques for fostering important thinking skills in their children. Curriculum materials were developed to teach the thinking skills of comparison, classification, ordering, analogy, fluency, flexibility, elaboration, and originality. Techniques which were field-tested with the children were used in the designing of a practical parent handbook for fostering critical thinking skills in the home. The guide focuses on the process of learning to think, the issue of what critical thinking is, the role of the brain in thinking, techniques that foster thinking skills, and recommendations. Practicum evaluation data indicated that standards of performance were met for each of the general goals. Children grew in thinking ability as reported by a group observation log. A critical thinking checklist assessment showed global mean score growth. Parents evaluating the handbook reacted positively. Many related materials, including the critical thinking skills curriculum and the parent guide to preschool children's thinking, are appended. (RH)

Descriptors: *Cognitive Processes; *Critical Thinking; *Curriculum Development; Guides; *Learning Activities; Parent Education; Play; *Preschool Children; Preschool Curriculum; Preschool Education; Teaching Methods

Identifiers: *Parents as Teachers; *Thinking Skills

ED296798 PS017456

On-Site Program To Increase Affective Interaction by Caregivers in Preschool Centers.

Anderson, Fay B.
1988
103p.; Ed.D. Practicum, Nova University. Many pages in appendix section of document contain small/marginally legible print.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

A teacher of child care courses at the college level implemented a practicum designed to encourage caregivers in five group day care settings to express a greater level of positive affect toward children. Training needs at the preschool centers were assessed and caregivers were videotaped as they carried out normal activities with their groups of children. Each caregiver then set personal goals, such as using positive ways of getting attention, and telling children what behaviors were desired rather than saying, "no," and, "don't." The trainer visited each caregiver in five day care centers once each week to encourage and model such behaviors. Five booklets dealing with one or more of the greatest assessed needs were produced and distributed for study and homework. At the end of the intervention, caregivers were again videotaped in interaction with children. Both trainer and caregiver rated the interactions, and the guide provided a verbal critique which emphasized the caregiver's growth. Practicum evaluation data indicated at least a 25 percent improvement in room- and observation-related awareness, unsolicited positive interactions with children, responses to children's bids for attention, and positive discipline approaches. Many related materials, including the training booklets, are appended. (RH)

Descriptors: *Affective Behavior; *Child Caregivers; *Classroom Communication; Continuing Education; *Day Care Centers; Discipline; Individualized Instruction; Inservice Teacher Education; Interaction Process Analysis; Preschool Education; *Preschool Teachers; Psychoeducational Methods; Self Evaluation (Individuals); *Teacher Improvement; Teacher Student Relationship

---

ED296795 PS017447

Integrating Computers into a Reading Readiness Curriculum for Pre-Schoolers through Teacher Training and Computer-Assisted Instruction.

Nemiroff, Joanne
1988
160p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88

An elementary school guidance counselor serving as a volunteer computer education consultant to a preschool implemented a practicum to introduce computers into a community center's preschool program. Goals were to: (1) provide teachers with the knowledge and understanding needed to operate a computer; (2) acquaint teachers with computer software that corresponded to the hierarchy of reading skills taught in the preschool; (3) instruct teachers in methods for integrating computers into the regular curriculum by writing and use of a computer curriculum guide; (4) provide assistance to teachers by working directly with their students as they used the computer and software. The computer curriculum guide relates particular reading readiness skills to specific computer software and follow-up activities and enables teachers to supplement their regular classroom instruction with computer activities. Practicum evaluation data indicated that outcomes were positive. Numerous related materials, including the 70-page computer-assisted reading readiness curriculum guide, are appended. The guide consists of four clusters of activities focusing on computer literacy, visual skills related to reading readiness, concept formation, and reading skills. Follow-up materials in the form of handouts provide activities supporting the lessons. (RH)

Descriptors: *Computer Literacy; *Computer Software; *Computer Uses in Education; *Curriculum Development; Curriculum Guides; Identification; Inservice Teacher Education ; Learning Activities; Lesson Plans; Parent Attitudes; Preschool Children; *Preschool Curriculum; Preschool Education ; Preschool Teachers; *Reading Readiness

---

ED296790 PS017441

Developing Career Awareness in the Elementary School through Self-Awareness and Role Modeling.

Tillona, Salvatore V.
1988
152p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88
Target Audience: Practitioners

An elementary school guidance counselor conducted a practicum designed to address low-income, urban Puerto Rican and black fourth- and fifth-grade students' need for career awareness. In the course of implementing the eight-month long intervention, nine classroom teachers were asked to set aside two periods each week for: (1) developing students' self-awareness, self-concept, and positive attitudes toward work; and (2) increasing students' occupational awareness. A total of 30 lessons were developed and taught in conjunction with 8 occupational clusters. Students were taught about entry level requirements, the nature of the work, and the qualifications necessary for all the occupations in each cluster. Guest speakers involved in the occupations discussed in the students' lessons visited classrooms and discussed their work and its relation to students' course of studies. Students visited work sites where they saw the guest speakers perform their jobs. A career fair was held near the end of the school year. Evaluation data suggested that the goals of the practicum were met: namely, teachers understood the importance of a career awareness program in the curriculum and students learned that skills and information learned at school are used at work. Related materials, including the career awareness and self-awareness lessons, and the questionnaires and evaluation instruments used in the project are appended. (RH)

Descriptors: *Blacks; *Career Awareness; Curriculum Enrichment; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; *Learning Activities; Lesson Plans; Low Income Groups; Practicums; *Puerto Ricans; *Self Concept

---

ED296789 PS017440

Strategies To Promote Congruency of Training and Practice for Preschool Staff Development.

Lenhoff, Rosalyn
1987
68p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC88
Target Audience: Practitioners

A Child Development Associate (CDA) training project director in north New Jersey initiated a practicum to create in-service training conditions and supervisory teacher attitudes that supported the teaching efforts of assistant teachers who were working toward CDA certification in a college-based program. Specific goals of the 3-month intervention were to develop strategies to involve cooperating group teachers in the in-service training effort. A collaborative training approach expanded the involvement of teacher trainers and all classroom practitioners. Strategies included: (1) selecting cooperating teachers who had previously gone through a similar training program; (2) distributing a detailed information packet to all cooperating teachers prior to the training; (3) conducting three meetings for cooperating teachers that detailed aspects of the training process; (4) instituting a three-way feedback conference in the field following classroom observations; and (5) developing a pilot "training of trainers" model for supervisors working in similar situations. Evaluation data indicated that the intervention was effective. All participants reported increased collaboration. A high percentage of trainees were successfully assessed in a shorter time period than before. Related materials are appended. (RH)

Descriptors: *Cooperation; Higher Education; *Inservice

(cont. next page)

Teacher Education; Preschool Education; *Preschool Teachers; Questionnaires; Teacher Educators; *Teacher Participation; *Teaching Conditions
Identifiers: CDA; *Child Development Associate; *New Jersey

ED296751 JC880297
The Development of a Retention Plan To Mitigate Low Enrollments at Shelby State Community College.
Heard, Frank B.
May 1988
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEDEC88

A study was conducted at Shelby State Community College (SSCC) in Tennessee to determine the extent, causes, and solutions to the problem of student retention. The study involved: (1) a comparative analysis of headcounts to assess the extent of the dropout problem, which indicated that enrollments declined sharply from 5,289 in 1983 to 3,399 in 1987 even though new enrollments were fairly stable during that period; (2) an analysis of data on 50 randomly selected student withdrawals to determine why students discontinued enrollments at SSCC, which revealed that many students had not officially withdrawn, that most had not given specific reasons for withdrawing, and that many who gave "academic" reasons for withdrawing were actually in good academic standing; and (3) a review of the literature on the nature and scope of student attrition and on retention factors to help devise a retention plan to mitigate low enrollments. Based on study findings, a retention plan focusing on faculty awareness and development activities, peer counseling, career assistance, learning support activities, expanded orientation, and improved academic advising was developed. (EJV)

Descriptors: Academic Advising; Community Colleges; Declining Enrollment; *Dropout Prevention; Program Development ; Program Effectiveness; *School Holding Power; Two Year Colleges; Withdrawal (Education)
Identifiers: *Shelby State Community College TN

ED296750 JC880296
The Development of a Computerized Curriculum Monitoring System To Ensure Student Success.
Heard, Frank B.
Dec 1987
44p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEDEC88

A computerized curriculum monitoring system (CMS) was developed at Shelby State Community College (SSCC) in Tennessee to restrict student registration to courses for which they have completed the prerequisites and corequisites. The CMS is a subroutine of the on-line registration program, which matches students' course selections against their academic records to ensure that students are eligible for enrollment. To complete its routine, the computer program must interact with the following files: (1) the schedule of courses, a list of courses offered during a given term; (2) an academic record-keeping system, which contains information on students' personal characteristics, degree objectives, test scores, and courses completed; (3) the course title file, a table of all courses offered at SSCC, indexed by discipline and prerequisites/corequisites; (4) the inventory of degree plans tables, which lists course requirements for degrees offered at SSCC; and (5) the interactive registration system, which performs the prerequisites/corequisites check. When the system was first implemented in fall 1987, data collected during registration indicated that 21% of the students had not fulfilled the prerequisites or corequisites for the courses in which they were attempting to register, even though their registration forms indicated that they had undergone academic advising. (EJV)

Descriptors: *Academic Advising; *Computer Oriented Programs ; *Computer Uses in Education; *Educational Counseling; Program Development; Two Year Colleges
Identifiers: *Shelby State Community College TN

ED296688 HE021595
A Comparison of the Rate of Success between Provisionally Accepted and Initially Matriculated Students in the Dowling Master of Business Administration Program.
Newman, James F.
Oct 1986
46p.; Ed.D. Practicum, Nova University. For related documents, see HE 021 594 and HE 021 587.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC88

This study was conducted to determine if there was a significant difference in the rate of success between initially matriculated and provisionally accepted students in the Master of Business Administration program at Dowling College (Oakdale, New York). Provisionally accepted students have met all admissions criteria except that they have scored less than 950, a score calculated by adding the Graduate Management Admission Test score to 200 times the undergraduate cumulative grade point average. An investigation into graduates' scores and grades revealed that a total of 87 were initially matriculated and 33 provisionally accepted. Statistical analyses, however, revealed no obviously

(cont. next page)

significant difference between the grade point averages of the two groups; hence it was felt that evidence from the dropout rates would be needed to substantiate certain recommendations. When the transcript files were examined, it was found that 274 provisionally accepted students and 114 initially matriculated students had dropped out of the program, facts that added weight to the recommendations made. Recommendations included: procedures for maintaining dropout data need to be improved; the admissions score criterion should be more stringent and carefully adhered to; retention procedures should be studied and the best implemented; and admissions criteria and procedures in general should be studied, and admission decisions should be made by the admissions committee of the Master of Business Administration program. A 24-item bibliography is appended, as well as a 15-item reference list. (KM)

Descriptors: Academic Achievement; Academic Standards; *Admission Criteria; *Business Administration Education; College Admission; *Dropout Rate; Failure; *Grade Point Average; Graduate Study; Higher Education; *Masters Programs; *Performance Factors; School Holding Power; Selective Admission; Success

Identifiers: *Dowling College NY

ED296687 HE021594

Environmental Scanning as a First Step to Strategic Planning in the M.B.A. Program at Dowling College.

Newman, James F.

Oct 1985

46p.; Ed.D. Practicum, Nova University. For related documents, see HE 021 587 and HE 021 595.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC88

The purpose of this practicum was to determine the strengths, weaknesses, opportunities and threats surrounding the Master of Business Administration (MBA) program at Dowling College (Oakdale, New York), as perceived by the Business Administration Division faculty. Faculty were surveyed to determine perceived strengths, weaknesses, opportunities and threats, and common themes in their responses were identified. A strategic plan was developed, utilizing environmental scanning, which involved examination of the internal strengths and weaknesses and external opportunities and threats. The major weakness ascertained was lack of leadership in the program. In response to this finding, an MBA Director has been elected. A second finding was that a variety of majors, such as Finance and Marketing, are needed to increase the program's scope. Other recommendations included: increase advertising; examine the feasibility of weekend classes and comprehensive examinations before graduation; strengthen admissions counseling; strengthen advisement; examine admissions criteria and possibly make them more stringent; improve the capstone course, "The Management Game;" integrate computers into courses; develop courses in other disciplines; utilize corporate executives as guest lecturers; emphasize thesis writing and utilize English professors; and create an MBA Executive program. Contains 11 references. (KM)

Descriptors: *Business Administration Education; College Curriculum; College Faculty; College Planning; *College Programs; Higher Education; *Masters Programs; *Program Development; Program Evaluation; Surveys; Teacher Attitudes

Identifiers: *Dowling College NY; *Environmental Scanning; Strategic Planning

ED296683 HE021587

A Self-Study and Strategic Plan to Improve the Master of Business Administration Program at Dowling College.

Newman, James F.

Apr 1988

180p.; Ed.D. Requirements, Nova University. For related documents, see HE 021 594-595.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); DISSERTATION (040)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC88

This project was conducted to develop a strategic plan to improve the quality of the Master of Business Administration program at Dowling College (Oakdale, New York), focusing on the issue of specialization in the program, the importance of the curriculum in future careers, the quality of instruction, and the quality of college facilities and services. To determine perceptions of these issues, surveys were conducted of students attending during a preselected week, a random sample of half the alumni, and the 12 faculty members. The surveys showed general agreement that the program should have new specializations; that the preparatory courses prepare students for more advanced courses; that some courses are important to careers and others are no longer important; that the program has quality instruction; and that the workload is moderate. The survey results were used as the basis for a strategic plan for modification of the program and curriculum. The questionnaires and strategic plan are appended. Contains 109 references. (KM)

Descriptors: *Business Administration Education; College Planning; Curriculum Development; Educational Planning; Educational Quality; Higher Education; *Masters Programs; *Program Development; *Program Evaluation; Questionnaires; *Self Evaluation (Groups); Specialization; Student Attitudes; Surveys; Teacher Attitudes

Identifiers: *Dowling College NY

DIALOG File 1: ERIC _ 66-92/FEB.

ED296674 HE021577

Assessing the Needs and Attitudes of the Business Community on Long Island: Implications for M.B.A. Program Development. Societal Factors Affecting Education.

Newman, James F.

Nov 1987

58p.; Ed.D. practicum paper, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC88

Ways to improve the Master of Business Administration (MBA) program at Dowling College were identified through a survey of the Long Island business community. The survey assessed employers' perceptions of the need for specialization in the graduate business program, the importance of the college's MBA courses to students' careers, employers' perceptions of the strengths and weaknesses in MBA education, and employers' needs and attitudes regarding graduate business education in general. A survey was sent to presidents of 50 leading Long Island firms, and 37 presidents or executives responded. Recommendations include: develop specializations in accounting, computer information systems, finance, and marketing; develop courses in business communications, ethics, human resource management, labor relations, decision-making and problem-solving, finance, and computer information systems; implement the greater use of case studies, projects, and/or papers in courses to improve communication and analytical skills; use more business executives as guest lecturers and/or adjunct professors; expand and promote internships programs; and offer courses off-campus at various firm locations. The questionnaire is appended. (SW)

Descriptors: *Business Administration Education; *Education Work Relationship; *Employers; *Graduate Study; Higher Education; *Masters Programs; Needs Assessment; Questionnaires ; School Business Relationship; Specialization

Identifiers: *Dowling College NY; *New York (Long Island)

ED296672 HE021575

Collective Bargaining in Higher Education. Politics, Law, and Economics of Higher Education.

Newman, James F.

Sep 1985

29p.; Ed.D synthesis paper, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: HISTORICAL MATERIAL (060); POSITION PAPER (120)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC88

The historical background of collective bargaining in higher education is considered, along with some implications for the future. The major purpose of collective bargaining is to lead to an employment contract. Public institutions do not come under the National Labor Relations Board since state actions establish them and they are subject to state authority. Some principals of labor law and contract law are identified, along with issues of institutional politics that affect collective bargaining and the employment contract. In addition to identifying selected federal legislation enacted since 1932 that serve as landmarks for postsecondary education employment, recent historical developments are covered, including the unionization of faculty and the Yeshiva University case. Among the major issues to be settled in the future include: faculty governance, types and duties of committees, selection and duties of administrators, content and access to personnel files, faculty reduction, overload, academic freedom, professional development, job security, and tenure or tenure denial. Additional future concerns include: training for both administrators and faculty in collective bargaining and more staff positions to accommodate collective bargaining. (SW)

Descriptors: *Collective Bargaining; *College Faculty; Court Litigation; Federal Legislation; Governance; Higher Education *Political Influences; Teacher Administrator Relationship; *Teacher Employment; *Unions

Identifiers: *National Labor Relations Board v Yeshiva Univ

ED296621 HE021375

A Study To Determine the Attainment of the Goals and Objectives of an Innovative Baccalaureate Nursing Program.

Duncan, Marjorie

Jun 1987

146p.; Ed.D. applied research project, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: DISSERTATION (040); RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC88

The effectiveness of the Registered Nurse Pathway Program at the Hunter-Bellevue School of Nursing at Hunter College was evaluated. The program was designed to provide an innovative approach to the acquisition of professional nurse behaviors for employed registered technical nurses who desire a baccalaureate degree in nursing. A total of 68 seniors and 96 graduates were surveyed to determine their perceptions of the program, and specifically 135 criteria about program achievements. While both seniors and graduates generally agreed that the goals and objectives of the program had been achieved, significant differences were found between the two groups in their perceptions of the attainment of 6 to 10 program goals and 5 of 9 instructional objectives. It is concluded that there is a need to: improve the research-related competencies of nurses; provide day and evening sections of the same classes; improve parking and child care facilities; improve the opportunity for full-time students to graduate within 2 years; improve the ability of nurses to involve community groups in the planning of health

(cont. next page)

care programs; and improve the delivery of such health care programs. The appendixes include the questionnaire and perceptions of the program by respondents. (Author/SW)

Descriptors: *Bachelors Degrees; College Graduates; College Seniors; *Educational Objectives; Evaluation Criteria; Higher Education; *Nursing Education; Program Effectiveness; *Program Evaluation; *Student Attitudes

Identifiers: *City University of New York Hunter College

ED296568 EC210338

Improving the Perceptual Performance of Learning Disabled Second Graders through Computer Assisted Instruction.

Burke, James P.

1988

73p.; Ed.D. Practicum I Report, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC88

The practicum designed a perceptual activities program for learning disabled second graders using computer-assisted instruction. The program develops skills involving visual motor coordination, figure-ground differentiation, form constancy, position in space, and spatial relationships. Five behavioral objectives for each developmental area were identified. Concepts developed by the program included direction, geometric design identification, reinforcement of keyboard dexterity, counting, mixed colors (hues), and upper and lower case letter identification and sequencing. Performance of the 10 students was evaluated before and after the program with the Marianne Frostig Developmental Test of Visual Perception. Eight of the students improved their perceptual quotient scores by at least five points. (Author/DB)

Descriptors: *Behavioral Objectives; *Computer Assisted Instruction; Concept Formation; Courseware; *Learning Disabilities; *Perceptual Development; Primary Education; *Program Effectiveness

---

ED296553 EC210322

A Program To Increase Early Elementary Teachers' Referring Behavior for All Eligible Special Education Students through Multimedia Inservice Training.

Goldberg, Lorraine F.

1988

151p.; Ed.D. Practicum I Report, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC88

Target Audience: Practitioners

This practicum project sought to increase teachers' awareness of handicapping conditions and of the role of support service personnel, and to encourage them to make more appropriate and more timely referrals of potential special education students. The project's goals were to enable teachers in two targeted elementary schools to: understand the role of the psychologist, understand the referral procedure for special education assessment, differentiate legally handicapped children from slow learners or problem children, and make appropriate referrals to the screening committee. The project used a guessing game to clarify the role of the school psychologist, simplified charts to visually map the referral process, cartoons to indicate distinguishing referral characteristics, a videotape showing problem behaviors, and sample screening forms. Results of a subsequent screening meeting showed that the quality and quantity of referrals were increased in both schools. However, the results of specific objectives, such as numbers of teachers making referrals and teachers' knowledge of the psychologist's role and the referral process, were somewhat equivocal. Thirteen appendices containing supporting material including the teacher questionnaire conclude this document. (JDD)

Descriptors: *Disabilities; Educational Diagnosis; Elementary Education; *Handicap Identification; *Inservice Teacher Education; Intervention; Psychological Services; *Referral; *School Psychologists; Student Placement; Teacher Effectiveness; *Teacher Role; Teaching Methods

Identifiers: *Early Intervention

ED296229 CG020919

Increasing Communication between Students and an Elementary School Guidance Counselor by Providing a Team Approach to School Guidance Services.

Murawka, Joyce Ann

Nov 1987

153p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC88

A program was established to improve communication between students and the guidance counselor at one elementary school where a lack of student-counselor communication had resulted in a lower priority given to guidance services. The goals of the program were to: (1) make students aware of opportunities to meet with the counselor; (2) have teachers send students to the counselor; (3) have at least 30% of the students talk with the counselor alone; (4) encourage at least 30% of the students to work with the counselor in a group meeting; (5) inform students of times when the counselor was talking with their parents about them; (6) talk with students about career choices; (7) consider and respect students' rights to

(cont. next page)

confidentiality; (8) increase students' positive attitudes toward the guidance program; and (9) increase teachers' positive attitudes toward the program. The program incorporated developmental counseling techniques, affective skills, individual and group counseling sessions, and referrals for special needs and services. Teachers received newsletters to facilitate the guidance program's impact on the total school community. The program was successful in increasing communication between children, teachers, and the counselor to effectively meet the needs of the students. Increased communication established a team approach to guidance services, allowing children to become informed about and interested in their affective development. Twenty-eight references are listed, and the appendixes, comprising nearly half the document, include questionnaires and responses for students and teachers, newsletters, and planning documents. (NB)

Descriptors: Counselor Client Relationship; *Counselor Teacher Cooperation; Elementary Education; *Elementary School Students; *Interpersonal Communication; *Program Effectiveness ; *School Counselors; School Guidance

---

ED294729 SE049122

Improving the Attitudes of Primary Teachers and Students towards Science by Using a Hands-On Approach.

Dawes, Donald D.
Dec 1987
84p.; Practicum for Ed.D., Nova University. Contains some broken type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT88

This practicum addressed the problem of limited science instruction by primary teachers. The goals of this study were: (1) primary teachers would spend more time teaching science to young children; (2) primary teachers would develop expertise in their ability to teach science; and (3) students would have a positive attitude towards the subject of science. In addressing these goals, a Science Center was implemented in conjunction with teacher inservice programs designed to increase the amount of time spent in science instruction. The results confirmed that all goals were met. The teachers reported a commitment to increased instruction and more expertise along with the value of using a hands-on approach to teaching science. The students reported a positive attitude towards the subject of science. This program was also implemented in a second setting and used the hands-on approach to teaching science as an enrichment program for grades one to five. (TW)

Descriptors: Elementary Education; *Elementary School Science; Experiential Learning; *Inservice Teacher Education; *Primary Education; Science Education; *Science Instruction; *Science Teachers; Scientific Attitudes; *Student Attitudes

Identifiers: Science Education Research

ED294670 PS017344

Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.

Bunish, Norbert T.
1988
130p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT88

Written by a counselor-teacher-program coordinator working in an urban elementary school, this practicum aimed to improve the receptive vocabulary development program for second grade students. Specific goals were to: (1) improve second grade students' receptive vocabulary; (2) use students' improved receptive vocabulary to increase their reading comprehension; and (3) improve students' attitude toward reading through their experience of success in vocabulary development activities and reading vocabulary and comprehension tests. To attain these goals, a receptive vocabulary development program based on the selection and combination of various techniques was implemented. Techniques used involved context clues, increased time on task, explicit phonics instruction, parental involvement, the use of multisensory activities, student motivation, and exposure to a variety of written and printed materials. Evaluation data indicated that all participating students enlarged their receptive vocabulary, increased their reading comprehension, and improved their attitude toward reading. It is concluded that a receptive vocabulary development program which uses a variety of quick-paced multisensory activities, combined with a sustained silent reading program with home and school components, can increase reading comprehension as well as improve students' attitudes toward reading. Sample program materials are appended. (Author/RH)

Descriptors: *Elementary School Students; Grade 2; Primary Education; *Program Development; Reading Comprehension; *Reading Improvement; *Receptive Language; *Student Attitudes *Vocabulary Development

---

ED294669 PS017343

The Implementation of Consultation Strategies To Improve Communication between Special Educators and Teachers, Principals, and Parents at the Elementary Level.

Mirsky, Patricia S.
1988
68p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT88
Target Audience: Practitioners

(cont. next page)

Written by a Director of Special Education working for an elementary school district in a small midwestern town, this practicum aimed to improve the special education delivery system in that district. A review of the literature and a survey of district needs indicated that: (1) teachers relied on a refer-test-place cycle when alternatives would have been more appropriate; (2) systematic, individualized feedback was a preferred method of staff development; (3) principals relied on pull-out programs instead of extending regular education options; and (4) parents of handicapped children often were unaware of available services and programs. Goals of the practicum were to enhance the special education delivery system through the development and implementation of five consultation strategies. Teachers were provided a checklist of alternative options for testing. Guidelines were provided to principals to enable them to be active participants in the referral process. A process of new student identification was implemented for auxiliary staff. A brochure that described services available to handicapped students and families was developed and distributed to parents. A video presentation was developed for parents of students entering a junior high school program. Evaluation data indicated the effectiveness of the intervention. Checklists and other related material are appended. (RH)

Descriptors: Administrator Role; Check Lists; *Consultation Programs; *Delivery Systems; Elementary Education; Elementary School Students; Guidelines; Identification; Principals; *Program Improvement; *Referral; School Districts; *Special Education; Videotape Recordings

---

ED294637 JC880250

An Assessment of the Tennessee Statewide School-College Collaborative for Educational Excellence: The Middle College High School.

Heard, Frank B.
Mar 1988
32p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEOCT88
Target Audience: Practitioners

The Middle College High School (MCHS) in Tennessee is an alternative school located on the Shelby State Community College (SSCC) campus, designed to provide special counseling, college preparation, and access to SSCC facilities for potential high school dropouts who have the capacity for secondary and postsecondary success. The program, which was based on the LaGuardia Community College (LCC) Middle High School model, was intended to accommodate 100 sophomore-level students during its first year of operation, with an additional grade level to be added each subsequent year. The MCHS's curriculum was designed to ensure that students meet the new, more rigorous, fall 1989 admissions standards for Tennessee State Board of Regents (SBR) Colleges and Universities, as well as high school graduation requirements. A study was conducted to determine whether the MCHS was meeting its retention and college preparation goals after one semester. Study findings, based on first-term retention data, course enrollment information, national and state statistics on high school dropout rates, and data on LCC's Middle High School, included the following: (1) 95.5% of the 89 MCHS students completed the first semester; (2) MCHS's first-term retention rate was 10% higher than LCC's and 28.8% higher than the retention rate for sophomores for the state of Tennessee; and (3) 83% of the MCHS students were enrolled in math classes, 53% in social science classes, and 71% in foreign language classes to fulfill SBR admissions requirements. (EJV)

Descriptors: *College Preparation; *College School Cooperation; Community Colleges; *Dropout Prevention; Graduation Requirements; *High Risk Students; High Schools; *High School Students; Nontraditional Education; Potential Dropouts; Program Descriptions; Program Evaluation; State Programs

Identifiers: Middle College High School NY; *Middle College High School TN; Shelby State Community College TN

ED294632 JC880244

A Cost-Effectiveness Study of the Two-Year Dental Hygiene Program at Fayetteville Technical Institute.

Kugelmann, Robert
Aug 1987
132p.; Ed.D. Dissertation, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (041); EVALUATIVE REPORT (142)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEOCT88
Target Audience: Practitioners

A study was conducted at North Carolina's Fayetteville Technical Institute (FTI) to determine the cost-effectiveness of the college's 2-year Dental Hygiene Program and to assess the employment opportunities for graduates of this program. The study involved collecting information on the dollar costs of the program and conducting surveys of dentists in the local area, graduates of the program, and currently enrolled students to determine employment opportunities. Study findings included the following: (1) from 1982 to 1986, 172 students enrolled in and 78 students graduated from the Dental Hygiene Program; (2) over the past 5 years, the cost of the program rose, while enrollments declined, with the program never generating enough income to cover costs; and (3) while employment prospects for program graduates were good, 70% of the graduates of the program were employed outside of the FTI service area. Based on study findings, it was recommended that the administration place the Dental Hygiene Program on a 10-month schedule, eliminating the summer program; consider the feasibility of replacing full-time faculty with part-time

(cont. next page)

faculty on an attrition basis; and make no effort to expand student recruitment efforts. The survey instruments are appended. (Author/EJV)

Descriptors: *Allied Health Occupations Education; College Graduates; Community Colleges; *Cost Effectiveness; *Dental Hygienists; Employer Attitudes; *Employment Opportunities; *Employment Patterns; *Program Costs; Program Evaluation; Questionnaires; Surveys; Two Year Colleges; Two Year College Students; Vocational Followup

Identifiers: *Fayetteville Technical Institute NC

ED294622 JC880234

A Comparative Study To Determine the Effectiveness of Adjunct Faculty in the Business Division at Fayetteville Technical Institute.

Jackson, Edward John

Jun 1986

115p.; Ed.D. major applied research project, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: DISSERTATION (040); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEOCT88

A study was conducted at Fayetteville Technical Institute to compare the effectiveness of full- and part-time faculty in terms of evaluations from department chairs, student evaluations, grades assigned, and class attrition. Study findings, based on evaluation results, grades, and attrition rates for 37 full-time and 47 part-time faculty employed by the Business Division, included the following: (1) students gave full-time instructors higher ratings than part-time instructors, with significant differences emerging with respect to knowledge of subject area, formal classroom presentation of material, knowledge of teaching methods, and starting classes on time; (2) on 7 of the 12 criteria used by the department chair to evaluate faculty, there were no significant differences between the ratings of full- and part-time faculty; (3) of the total chairperson ratings on all criteria, 7% of the full-time faculty and 12% of the part-time faculty were rated as not meeting job requirements; (4) on average, adjunct faculty gave slightly higher grades than full-time faculty; and (5) full-time faculty retained a higher percentage of students than part-time faculty. Evaluation forms are appended, and 57 references are listed. (EJV)

Descriptors: College Faculty; Faculty Evaluation; *Full Time Faculty; *Grading; *Part Time Faculty; Student Attrition; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Technical Institutes; Two Year Colleges; *Withdrawal (Education)

ED294565 IR013231

An Instructional Design Model for Developing a Computer Curriculum To Increase Employee Productivity in a Pharmaceutical Company.

Stumpf, Mark R.

1987

46p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEOCT88

This report presents an instructional design model that was developed for use by the End-Users Computing department of a large pharmaceutical company in developing effective--but not lengthy--microcomputer training seminars to train office workers and executives in the proper use of computers and thus increase their productivity. The 14 steps of the instructional design model are described: (1) needs, goals, and priorities analysis; (2) resource analysis; (3) individualized delivery system design; (4) module scope, objectives, and sequence; (5) target objectives definition and analysis; (6) performance objectives definition; (7) lesson module preparation; (8) materials and media selection; (9) student performance assessment; (10) instructor preparation; (11) formative evaluation; (12) field testing and revision; (13) summative evaluation; and (14) installation and diffusion. Appendices include an instructional design model flowchart; sample lesson modules; instructor, observer, and student evaluation forms; and a course module design checklist. (11 references) (MES)

Descriptors: Check Lists; *Computer Literacy; Flow Charts; Formative Evaluation; Industry; *Instructional Design; *Instructional Development; Learning Modules; Lesson Plans; *Microcomputers; *Models; Postsecondary Education; Productivity; Questionnaires; Seminars; *Staff Development; Training Objectives

---

ED294563 IR013228

Development, Implementation and Evaluation of an Audiotape and Accompanying Visuals in Hemodynamics as a Supplementary Teaching Aid for Human Anatomy and Physiology: Curriculum and Program Planning.

Selvadurai, Ranjani H.

Mar 1986

52p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT88

The purpose of this study was to develop, implement, and evaluate an audiotape and accompanying handouts on

(cont. next page)

hemodynamics as a supplemental teaching aid in the Health Science Learning Center of New York City Technical College. It was hypothesized that there would be a significant difference between the mean examination grade on hemodynamics of students exposed to the teaching aid and those not exposed to the teaching aid. The control group consisted of 20 students from one section of the course who were exposed to classroom instruction only, and the experimental group was made up of 20 students from another section who were exposed to classroom instruction and the teaching aid. Findings confirmed the hypothesis and indicated the effectiveness of the teaching aid. As a result of the study it was recommended that the teaching aid be implemented permanently and that more studies be conducted to ascertain further validity of the instrument. Development of similar teaching aids on other topics of interest and seeking funding for development of additional teaching aids were also recommended. The script of the audiotape, the accompanying handouts, and statistical data from the evaluation are appended. (30 references) (Author/MES)

Descriptors: *Audiotape Recordings; *Blood Circulation; Comparative Analysis; Diagrams; Higher Education; Hypothesis Testing; *Instructional Effectiveness; *Instructional Material Evaluation; Intermode Differences; Material Development; *Science Instruction

Identifiers: Printed Materials

ED294382 EC202553

Increasing the Awareness of Middle School Developmentally Delayed Students, Parents, and Educators Concerning Supplemental Security Income.

Jarzab, Jacquelyn L.
1987
88p.; Ed.D. Practicum I Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT88
Target Audience: Practitioners

This practicum project was designed to educate developmentally delayed students, parents, and educators concerning the availability of Supplemental Security Income (SSI) through application to the Social Security Administration. Results of a survey of school staff and parents showed a need for information dissemination concerning SSI funds. The project's goals were: (1) to provide the targeted groups with information concerning the availability of funds and application procedures, and (2) to help parents apply for the funds. Necessary information was incorporated into the lesson plans of educable mentally handicapped students in a middle school. The practicum resulted in increased awareness of the SSI program by the 14 participating students and their parents and educators, and three students were declared eligible for funding when their newly informed parents submitted applications. (Author/JDD)

Descriptors: Child Advocacy; *Developmental Disabilities; Eligibility; *Federal Aid; Federal Programs; Financial Aid Applicants; Financial Support; Income; Information Needs; Intermediate Grades; Junior High Schools; Knowledge Level; Lesson Plans; Middle Schools; *Mild Mental Retardation; *Parent Education; *Teacher Education

Identifiers: *Supplemental Security Income Program

ED294035 CE050083

Improving Self-Directed Learning in the Phoenix Air Guard.

Torbert, James Brison
May 1988
120p.; Ed.D., doctoral research project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEOCT88

A study was conducted to (1) identify obstacles to self-directed learning, (2) develop strategies to overcome them, and (3) identify the self-directed learning readiness level of two groups of employees for possible clues in improving self-directed learning in the Phoenix Air Guard. The study used two group processes (the Delphi technique with a group of 25 professionals in the fields of adult and higher education and the Nominal Group Technique with a selected 21-member group of Air National Guard supervisors), and one test instrument, the Self-Directed Learning Readiness Scale developed by Lucy Guglielmino. The normative method of research was used to test the following null hypothesis: there is no significant difference in the scores on the Guglielmino scale between a randomly selected group of 25 workers and 25 retired workers of the Phoenix Air Guard. The Delphi process identified seven obstacles that hamper adult learning (other obligations, time management, effort, lack of motivation, confusion over instructions, lack of resources, and institutional requirements), whereas the Nominal Group process produced a list of 28 prioritized strategies for dealing with these obstacles. The Self-Directed Learning Readiness Scale scores indicated no significant difference between the group means (therefore, no difference in readiness to learn based on age). From the study's conclusions were formulated recommendations to encourage more self-directed study by members of the Phoenix Air Guard. Nineteen tables and a four-page bibliography are provided. The appendixes include research instruments and score sheets. (KC)

Descriptors: Adult Learning; Continuing Education; Delphi Technique; *Educational Attitudes; *Employee Attitudes; *Independent Study; *Learning Readiness; Military Training; Older Adults; Postsecondary Education; *Student Motivation

Identifiers: Nominal Group Technique

DIALOG File 1: ERIC _ 66-92/FEB.

ED293653 PS017313
Increasing Teacher Awareness of the Importance of Self-Esteem in Primary Grade Children through Training Sessions.
Priest, Delma L.
1988
87p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP88
Target Audience: Practitioners

Implemented in an elementary school with a majority of Hispanicc students in a low-income community of a large midwest city, this practicum aimed to aid primary grade teachers understand the importance of self-esteem in the development of primary grade students. Practicum goals were to: (1) provide teachers with information about self-esteem to help them better understand the importance of their role; (2) provide practical information enabling teachers to demonstrate skills in fostering children's positive self-esteem; and (3) provide teachers with information to increase their knowledge of the developmental state and cognitive levels of primary grade children. To attain these goals, 10 training sessions were implemented, a teacher handbook and a children's activity book were produced, and recommended literature for children and teachers were indentified. Evaluation data demonstrated the success of the intervention. Related materials, such as measures employed, lists of positive comments and messages, and outlines of training sessions are appended. (RH)

Descriptors: Cognitive Development; *Disadvantaged Youth; *Educational Practices; Hispanic Americans; Inservice Teacher Education; Learning Activities; Primary Education; *Self Esteem; *Teacher Improvement

ED293652 PS017312
Increasing the Intensity of Science Instruction in the Half-Day Kindergarten.
Starr, Michele
1988
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP88
Target Audience: Practitioners

An early childhood specialist teaching kindergarten classes in a small city in the northeast designed this practicum to improve the science instruction provided kindedrgarten children. Practicum goals were to: (1) increase the effectiveness of the kindergarten science program by providing science experiences based on the recognition of the importance of the active involvement of children in learning activities; (2) develop children's process skills; (3) utilize the natural environment; and (4) stimulate children's inherent curiosity. To achieve these goals, a program of Child Initiated Study was introduced in which children were encouraged to contribute to the science area an item about which they wanted to learn more. Items the children were curious about became the topic of in-depth instruction for a week. Knowledge was shared and hands-on activities were planned that focused on the selected topic. Concurrently, children's process skills were developed through participation in specific activities in three study areas. A Science Open House was organized for parent and child participation. Evaluation data demonstrate the success of the study. Lesson plans are appended. (Author/RH)

Descriptors: *Curriculum Development; Experiential Learning *Instructional Improvement; *Kindergarten; *Learning Activities; Lesson Plans; Primary Education; *Science Instruction

ED293577 JC880175
The Development and Evaluation of a Curriculum Document for a Course in Business Communication.
Johnson, Tanya
Oct 1987
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIESEP88
Target Audience: Administrators; Practitioners

A description is provided of the development of a course in business communication for office administration majors at Evergreen Valley College (EVC) in California. The steps involved in the development of the course are explained, including: (1) a review of the educational and business literature on business communication; (2) a review of current textbooks; and (3) a survey of two experts in the field who were asked to evaluate the appropriateness of the proposed course's objectives, content, instructional methods, and student evaluation methods for a community college transfer course. EVC's curriculum development procedures were used to design the course listing, general and specific course objectives, methods of instruction, and types of evaluation. Following a 32-item bibliography, appendixes present EVC's instructions for submitting course proposals or changes, a course proposal form, the business communication course outline, a statement of the philosophy of EVC, information on the evaluators, the evaluation instrument and responses, and a list of the textbooks that were examined. (EJV)

Descriptors: *Business Communication; Business Education; Community Colleges; Course Content; Course Evaluation; *Course Objectives; *Curriculum Development; Instructional Development ; Literature Reviews; Questionnaires; Two Year Colleges

Identifiers: Evergreen Valley College CA

ED293254 EC202453
Parent Training for Parents/Guardians of Elementary and Middle School Students Who Exhibit Behavior Disorders.
Miles, Michael T.
1987
77p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP88
Target Audience: Practitioners

This practicum was designed to improve parents' skills in managing the behavior of their elementary/middle school behaviorally disordered children in the home setting. The goals were: (1) to train parents to act assertively and communicate in a more positive manner with their children; (2) to 'teach parents the techniques of basic behavior management; and (3) to have parents support behavioral and academic goals in the school setting. A parent training program was developed, involving group sessions and home visits by teachers and utilizing basic behavior management techniques, principles of social learning theory, communication skills, and assertiveness training. Following the training program, 6 of the 15 students reached the criterion level for decreasing dysfunctional behaviors and 10 of the 15 students met the criterion objective for rule compliance, but all 15 student participants showed some behavior improvement, and parents were observed exhibiting positive assertive behavior. Appendices contain a behavior checklist for parents and a parent assertion inventory to help parents pinpoint target behaviors. (JDD)

Descriptors: *Assertiveness; Behavioral Objectives; Behavior Change; *Behavior Disorders; Cognitive Restructuring; *Communication Skills; Discipline; Elementary Education; Junior High Schools; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent School Relationship; Program Development; *Skill Development; Socialization

Identifiers: *Behavior Management; Social Learning Theory

ED293191 CS506116
Improving Sixth Graders' Basic Music Skills and Developing Compositional Skills through the Use of the Ukulele.
Nebb, Grace D.
1988
84p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP88

Addressing the problem of low music skills and lack of motivation to participate in music programs in elementary and junior high schools, a study examined a daily after-school practicum in which music skills, composition, and performance were practiced. Twenty sixth-grade students participated in 72 40-minute after-school sessions, meeting twice a week for 36 weeks under the supervision of a music teacher. Using the ukulele as a performing and composing medium, students were taught the mechanics of the instrument, as well as four areas of musical development: theory, rhythmic and melodic dictation, sightreading, and composition. The first 18 weeks focused on elementary theory and performance skills. Evening workshops, in which students demonstrated their developing performance skills, were offered to parents of participating students. In the 28th week, students began composing simple melodies, culminating in a book of original songs written by the students. Results of student pre- and post-surveys indicated an improvement in understanding music education, and a development in students' musical ability and enjoyment. Students also improved their total music skills test scores by at least five percent in the four areas of musical development. Pre- and post-questionnaires, sent to parents of participating students before and after the practicum implementation, indicated an increased awareness and understanding of the music program. (Six tables are included, and students' pre- and post-survery, pre- and post-survey test, parents' pre- and post-questionnaire, book of songs, implementation calendar, and 18 references are included.) (MM)

Descriptors: *Attitude Measures; Educational Research; Elementary Education; Extracurricular Activities; Grade 6; *Music Activities; Musical Composition; Musical Instruments; *Music Appreciation; *Music Education; Music Teachers; Parent Attitudes; Parent Participation; *Practicums; Songs; *Student Attitudes; Student Motivation

Identifiers: Communication Strategies; Music Ability; *Ukuleles

ED292587 PS017276
Improving the Performance of Second Grade Students in Math By Increasing Interest, Motivation, and Application to Everyday Experiences.
Russell, Milicent D.
1988
110p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

Because low-achieving second-grade students were not motivated to acquire math skills, a teacher employed at a large, inner-city elementary school with a black student population implemented a practicum aiming to improve acquisition of mathematics skills. Major causes of the problem were the lack of manipulative materials for concept development, inflexible and inappropriate teaching styles, lack of practical application of math skills, and inadequate allocation of time for instruction in mathematics. Practicum

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

goals were to: (1) increase students' interest level; (2) increase students' application of skills; (3) use students' increased interest and application to develop their self-direction; and (4) improve students' performance of on-task duties. The intervention program: (1) provided learning materials with many examples and demonstrations; (2) informed students of what they would be doing and why; (3) allocated time for exploration, discovery, and small group problem solving; (4) related mathematics concepts to everyday experiences; (5) planned numerous activities focusing on the applicability of mathematics to everyday experiences; and (6) positively reinforced student participation. Evaluation data indicated that the intervention increased students' interest and application skills, developed student self-direction, and improved student performance in mathematics activities. Related materials are appended. (RH)

Descriptors: Blacks; *Elementary School Students; *Instructional Materials; Learning Motivation; *Mathematics Skills; Primary Education; *Reinforcement; *School Schedules; *Student Improvement

Identifiers: *Practical Knowledge

ED292586 PS017275

A Program of Games and Activities to Increase Listening and Attentional Skills in Kindergarten Children.

Edleston, Charlotte
1987
91p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

The primary goals of this practicum were to improve the listening skills of 47 kindergarten children attending half-day classes at an elementary school in a residential suburban community, and to remediate the attentional deficits of 2 students. Additional goals were to elicit the cooperation of parents in developing good listening habits in their children, and to share information about listening skills with fellow teachers. Activities implemented included: (1) the use of a listening center table; (2) daily group activities devoted to listening activities and games; (3) a motivational incentive program for good listening; (4) story time; (5) a dissemination workshop for teachers; and (6) distribution of related information to parents. Evaluation data indicated that listening skills improved in 45 of 47 children. Children with attentional deficits improved slightly late in the intervention. Parents were enthusiastic and cooperative, but few conducted follow-up activities at home. Related materials, such as sample pages from a manual prepared for the listening workshop, are appended. (RH)

Descriptors: *Attention Deficit Disorders; Guides; *Kindergarten Children; *Learning Activities; *Learning Centers (Classroom); Learning Motivation; *Listening Skills; *Parent Participation; Primary Education; Story Telling; Student Motivation; Workshops

ED292585 PS017274

Increasing Motivation in Fourth, Fifth, and Sixth Graders through Staff Development Emphasizing Positive Classroom Techniques.

Foster, Judith L.
1988
101p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

Because intermediate grade students were not working up to their potential, a coordinator of elementary school instruction implemented a practicum to increase students' motivation. In-service meetings were held with six intermediate grade teachers from each of two schools for the purpose of planning techniques and devising activities for increasing the motivation of students. Teacher instruction focused on success- and failure-oriented personalities, learned helplessness, ways to renew student motivation, attribution theory, rewards, constructive feedback, and reinforcement theory. Practicum goals were to: (1) assist teachers in planning activities that would improve student motivation and increase students' drive to work up to their potential; (2) enable children to put forth the effort that would allow them to achieve at their expected level; and (3) improve students' attendance, preparation, and self-discipline. To attain these goals, a staff development program was implemented. This program included research-based techniques and activities designed to improve instructional and motivation strategies used in the classroom. Evaluation data indicated that a staff development program designed to assist teachers in strengthening student motivation does increase students' ability to succeed in school. Related materials are appended. (RH)

Descriptors: Attribution Theory; Elementary Education; *Elementary School Students; Failure; Feedback; Helplessness; Inservice Teacher Education; *Instructional Development; Intermediate Grades; *Learning Motivation; Personality Traits Reinforcement; Rewards; *Student Improvement; *Student Motivation; Success; *Teacher Improvement

ED292584 PS017273

Increasing Positive Mother/Baby Relationships through Play.

Farmer, Deneita Jo
1988
110p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.

(cont. next page)

Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

This practicum was designed in response to the observation that very young children who accompanied Head Start parents assisting in Head Start classrooms were observed to be either extremely withdrawn or extremely active. The practicum was implemented to improve the relationships of parents and their infants and toddlers. Practicum goals were to provide parents with opportunities to increase: (1) parenting competencies; (2) knowledge of infant and toddler development; (3) knowledge of parent education resources; and (4) feelings of self-esteem. To attain these goals, six informational workshops, six mother-baby play sessions, and home visits were conducted. In addition, a booklet describing activities for mothers and their babies was developed. Evaluation data showed that 18 of 22 parents participating in at least one component of the practicum indicated an increase in self-esteem and in their knowledge of the value of high quality play and infant-toddler development. Furthermore, observations indicated that mothers participating in home visits had increased the quality of play interactions with their babies. Related materials, including the activity booklet, are appended. (RH)

Descriptors: Compensatory Education; *Competence; Home Visits; Individual Development; *Infants; *Parent Child Relationship; Parent Education; *Parents; Play; *Self Esteem; *Toddlers; Workshops

Identifiers: Parent Resources; *Project Head Start

ED292583 PS017272

Improving Observation Skills of Child Care Workers through the Systematic Use of Selected Techniques.

Barry, Eleanor
1987
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

It was noted that paraprofessional child caregivers working with economically disadvantaged children did not base instructional choices on data derived from direct observations. As a result, this practicum was implemented to improve the observation and recording skills of five caregivers serving as group leaders of day care workers. Centers involved were operated by the public schools in an eastern, industrialized city. Practicum goals were to: (1) provide participants with information and experiences indicating the importance of observation and recording in early childhood programs; (2) provide opportunities to practice observational techniques; and (3) emphasize the importance of systematic observation for program planning. Observational techniques selected as most appropriate to workers' abilities and work situations included use of checklists, event sampling, and photography. To achieve the goals, a series of workshops and field experiences were implemented. Participants practiced the techniques in their classrooms during the 3 months of the practicum. Evaluation data indicated that all five participating child caregivers improved, but improvements were uniformly low. All participants, however, felt they had improved significantly. Related materials are appended. (RH)

Descriptors: Check Lists; *Child Caregivers; *Classroom Observation Techniques; *Day Care; Early Childhood Education; *Economically Disadvantaged; Inservice Teacher Education; Instructional Development; *Paraprofessional School Personnel Photographs; *Teacher Responsibility; Workshops

Identifiers: Event Sampling

ED292582 PS017269

Implementing a Teacher Training Program To Develop Skills to Individualize Preschool, Primary, and Intermediate Classrooms.

Carlson, Sharon M.
Mar 1988
196p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

A practicum was implemented to train teachers working at a Montessori Learning Center to individualize instruction at the preschool, primary, and intermediate grade levels. The primary goal was to educate teachers about the importance of meeting the individual needs of each child. A 9-month staff training program was developed that provided the instruction, strategies, assistance, coaching, and training in evaluation skills that teachers needed to function effectively in the context of an individualized approach to instruction. The program consisted of: (1) eight weeks of preliminary training sessions; (2) two weeks of student evaluations; (3) two weeks of teacher evaluations; (4) 27 weeks of program implementation and ongoing training sessions; (5) posttesting; and (6) final program evaluation. Four teachers participated in the training program. Evaluation data indicated that students grew socially, emotionally, psychologically, and academically. Teachers successfully individualized students' work, used various instructional methods, analyzed and evaluated students' progress, and improved their own knowledge of classroom materials and understanding of individualized instruction. Eighteen appendices contain related materials. (RH)

Descriptors: Elementary Education; *Elementary School

(cont. next page)

Students; •Individualized Instruction; •Inservice Teacher Education; Literature Reviews; Montessori Method; •Preschool Children; Preschool Education; Primary Education; Program Evaluation; Program Implementation; •Staff Development; •Teacher Improvement

Identifiers: •Montessori Schools

ED292575 PS017258

Development of a Volunteer Parent Participation Program in the Pre-School.

Powell, Cathy
1988
76p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

To increase parent involvement and meet the need for adult help in classrooms, a preschool director implemented a practicum in a church-owned, nondenominational preschool serving 250 children from an upper-middle-class community in the Northeast. The intervention offered a wide range of parent involvement activities, including the formation of a Parent Association and the recruiting, orienting, training, and evaluating of parent classroom assistants. A four-session training program for classroom volunteers covered school policies and procedures, classroom procedures and management, child development and curriculum, positive reinforcement and behavior management, and work attitudes and confidentiality. This program was followed by hands-on training in the classroom. Practicum evaluation data indicated that the program was successful in increasing parent participation. Twenty-one appendices contain related materials. (RH)

Descriptors: Guidelines; •Parent Participation; Preschool Education; Private Schools; •Program Development; Standards; State Programs; •Teacher Aides; •Volunteer Training

Identifiers: •New Jersey

ED292567 PS017242

Incorporating Strategies to Enhance Creative Dramatic Ability of Primary Gifted Students.

Horst, Alice S.
Feb 1988
102p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

A practicum was conducted by a teacher of gifted students in a rural northeastern state in order to develop, implement, and evaluate developmental strategies enhancing dramatics for gifted students attending primary school. Five creative dramatic classroom activity areas were provided for students. Classroom areas were designated for: (1) rhythmic activities; (2) the dramatization of stories; (3) involvement in individual characters; (4) pantomime; and (5) building of a story. Students gathered in three small groups for a period of 2 and one-half hours each week. The groups contained students from first, second, and third grades. The Horst Creative Dramatic Scale, a 6-item, 5-point scale, was devised for use in evaluating each creative skit or story that students invented. Evaluation with the 25-item Pre-Post Horst Attitude Survey indicated that all 16 primary gifted students who participated in the practicum showed an increase in their attitude responses towards creative dramatic activities. Related materials, such as a detailed discussion of the children's dramatic activities, are appended. Early in the summer, students in the several groups performed their skits, scenes, or plays for one another. (RH)

Descriptors: •Creative Dramatics; •Elementary School Students; •Gifted; •Learning Activities; Primary Education; •Student Attitudes; Student Evaluation

---

ED292566 PS017241

Design and Implementation of an Intergenerational Program That Fosters Creativity and Learning for Preschool Children.

Burris, Hermine O.
Feb 1988
82p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

In a day care center which enrolled children between 14 months and 5 years of age, a child caregiver implemented a practicum study in order to allow children and older adults the opportunity to interact with one another for their mutual benefit. Goals were to: (1) increase children's positive attitudes toward older people; (2) seek positive comments from older people about the intergenerational program; (3) demonstrate that staff training is beneficial to intergenerational programs; (4) demonstrate an increase in parental awareness of intergenerational programs and activities; and (5) identify directors of child care centers and senior care facilities in the community who would like to use an intergenerational program or handbook with their staff. The intervention program consisted of: (1) weekly reading to children of storybooks that depicted the elderly in positive and realistic ways; (2) the use of creative activities such as art, music, and storytelling to develop the skills of the children and exercise the skills of the elderly; (3) staff

(cont. next page)

development workshops which included demonstration of intergenerational activities; and (4) the monthly distribution of a newsletter to parents. Practicum evaluation data indicated that the project was successful. Related materials including surveys and questionnaires used, are appended in 19 appendixes. (RH)

Descriptors: Community Involvement; Community Programs; *Day Care; Early Childhood Education; *Intergenerational Programs; *Older Adults; *Preschool Children; *Program Development; *Training Methods

ED292565 PS017240

Facilitating Communicative Competence in Young Children: Techniques for Parents & Teachers.

Harmon, Geraldine
1988
151p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

A practicum was implemented by a licensed speech-language pathologist working in a clinical and instructional program in a predominantly black, inner-city community in northeastern Indiana. The practicum was designed to improve the communicative competence of young children in a kindergarten-first grade setting. It was implemented because screening data, increased referrals for speech-language services, and direct observation of classroom procedure and technology indicated that a problem existed. Eight parent training workshops, four teacher training workshops, and one building level in-service session were conducted. Each workshop for parents addressed a communication topic, parental concerns, and communication facilitation techniques. Workshop sessions were supplemented with home training packets compiled to encourage parent follow-through. Each workshop for teachers highlighted one observation and diagnostic tool used to gather information on communication skills of young students. Teachers developed strategies for intervention. A teacher training booklet was compiled. Issues addressed in the in-service session included the effect of communicative competence on academic performance, the setting for a climate of change, promotional criteria, and intervention strategies. Evaluation findings indicated that teachers and parents demonstrated increased understanding of communication development and techniques to aid communicative competence in young children. Related materials are appended. (RH)

Descriptors: *Communication Skills; *Competence; *Elementary School Students; Grade 1; *Inservice Teacher Education; Kindergarten; *Kindergarten Children; *Parent Education; Primary Education; Workshops

418

ED292530 JC880174

A Listening Laboratory Designed from Cognitive Learning Principles at Evergreen Valley College.

Johnson, Tanya
Dec 1987
81p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); INSTRUCTIONAL MATERIAL (051); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG88

A listening laboratory was developed at Evergreen Valley College (EVC) in accordance with procedures used at the college's individualized instruction laboratory. Steps taken in developing the laboratory included: (1) the director of the Learning Center Instructional Laboratory was interviewed to determine the procedure for establishing the listening lab for credit; (2) practitioners involved in listening workshops, courses, and labs at other local community colleges were interviewed to determine the structure/content of their program, the relationship of the listening program to the campuses' learning centers, the academic and economic benefits of offering listening instruction, and the difficulties faculty experienced in their approaches to listening instruction; (3) a literature review was conducted to identify cognitive learning principles, important listening concepts, and similar projects at other colleges; and (4) the listening lab for EVC was designed. Appendixes, which make up over half the document, include a schematic of the Goss Model of Listening; Maryland's listening curriculum framework; questions asked of listening instructors and their responses; listening skills lab course objectives; an introduction to the lab and assignment sheets for students; and a series of instruments designed to help students assess and improve their listening habits and skills. A 35-item bibliography is provided. (UCM)

Descriptors: Community Colleges; Course Content; Course Objectives; *Learning Laboratories; Listening Comprehension Tests; *Listening Habits; *Listening Skills; Literature Reviews; Program Development; Program Evaluation; Two Year Colleges

Identifiers: *Listening Theory

ED292472 IR052320

Implementing and Evaluating a Bibliographic Retrieval System for Print and Non-Print Media Materials.

Buchholz, James L.
1987
185p.; Doctor of Arts Major Field Project, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

(cont. next page)

419

Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

This document summarizes the selection, configuration, implementation, and evaluation of BiblioFile, a CD-ROM based bibliographic retrieval system used to catalog and process library materials for 103 school centers in the Palm Beach County Schools (Florida). Technical processing included the production of spine labels, check-out cards and pockets, and catalog sets for both print and nonprint media by the school district's Department of Instructional Support Services. Initiation of the study resulted from a need for existing support personnel to catalog and process ever-increasing numbers of library books and amounts of audiovisual materials for a large and fast-growing school district. Included are a profile of the department; a comprehensive review of the related literature; and a detailed presentation of the procedures followed during the selection, configuration, and implementation stages of the project. The evaluation of the newly implemented system for end-user effectiveness via an eight-item survey of 103 district media specialists is described, as well as a time-cost study of the administrative system which compared the productive capability of the system with previously employed manual methods. Pertinent data and implications resulting from the survey and the time-cost study are discussed in detail. The final system configuration and a revised set of cataloging and processing procedures are appended. (Author/CGD)

Descriptors: *Bibliographic Databases; *Cataloging; Cost Effectiveness; Elementary Secondary Education; Information Retrieval; *Library Materials; *Library Technical Processes; Literature Reviews; Media Specialists; Nonprint Media; *Optical Data Disks; Program Effectiveness; School Districts; *School Libraries; School Surveys; Users (Information)

Identifiers: BiblioFile Intelligent Catalog

ED292458 IR013211

Computer-Assisted Registration and Student Statistics Reporting System.

Wilson, G. Robert
Dec 1987
33p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG88
Target Audience: Practitioners

This report describes the development and evaluation of a computer-assisted, student-interactive registration program that was designed for a community school in southeastern Florida which offers courses in the curricular areas of adult basic education, GED, adult high school, business and office education, home economics, industrial education, marketing, public service, life-long learning, and education for personal improvement. The system was also designed to provide statistical information. Although the median time of 7.25 minutes for adult students to enter data into the system was significantly longer than the 5.3 minute median time for hand entry of data, the total mean registration time was reduced from 14.4 to 14.1 minutes. The shortest individual computer time was 2.35 minutes, and the longest was 25.75, with a 23.4 minute range. The reason for this broad range was a lack of keyboarding skills, especially on the part of older males in manual-skill occupations, and unemployed older females. Responses to a brief online attitude survey were overwhelmingly positive, with 97% of the students reporting that the program was easy to use, they liked it, and they thought that it should be continued. Administrative personnel were similarly positive in their evaluations. The text is supplemented by three figures and four tables, and a four-item bibliography is provided. Five appendices provide survey data and other program information. (Author/EW)

Descriptors: Adult Education; *Community Schools; *Computer Software; Keyboarding (Data Entry); *Microcomputers; *Online Systems; Postsecondary Education; Recordkeeping; *School Registration; Secondary Education

Identifiers: BASIC Programing Language; IBM Personal Computer

---

ED292371 HE021235

Public Funding of Private Higher Education.

Craddick, Jan
Feb 1987
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Alaska
Journal Announcement: RIEAUG88

The State of Alaska and many other states are concerned with the issue of public funding of private institutions. Alaska's State Tuition Equalization Program was ruled unconstitutional in 1976; currently there are no grants programs for students wanting to attend public and private institutions of higher education. The importance of federal and state programs affecting public and private institutions is discussed, with statistics from Sheldon Jackson College in Sitka, Alaska, used as examples. A study was undertaken to determine how other states handle aid to private higher education and to review other types of aid in relation to Alaska law. Related data from published literature is mentioned (political, legal, and economic issues). States were polled to identify other state funding programs that would be legal in Alaska; 41 states responded, with 5 states indicating no aid for students in private colleges. A summary of the funding programs was presented to the President of Sheldon Jackson College. The programs that seemed most relevant under Alaska's constitution were those made directly to students in public or private institutions, and fell into two categories: need-based and

(cont. next page)

achievement-based. Rationale statements from various colleges are listed. Six state programs (those of Michigan, Minnesota, North Dakota, Pennsylvania, Oregon, and Wisconsin) and their constitutional provisions were reviewed. Recommendations include looking into New Jersey's Tuition Aid Grants Program, Oregon's Need Grant Program, Pennsylvania's Scholars in Education Program, New Jersey's Distinguished Scholars Program, and Oregon's Cash Award Program. Suggestions are made for ways to define terms and to draft and promote legislation. Appendices include a list of state programs of aid, a summary of constitutional provisions and legislative programs in key states, and reprints of the Oregon Need Grant and Cash Award Program. A table on state programs of aid to private education is included. (SM)

Descriptors: Constitutional Law; Court Litigation; Educational Finance; *Federal Aid; *Financial Support; Grants Higher Education; Legal Responsibility; Merit Scholarships; Political Influences; *Private Colleges; Scholarships; School Support; *State Aid; State Federal Aid; *Student Financial Aid ; Two Year Colleges

Identifiers: *Alaska; Sheldon Jackson College AK

ED292287 EC202070

Improving Learning Skills of Minimally Handicapped Preschoolers Using Sensorimotor Integration Therapy.

Revelj, Elizabeth O.

1987

160p.; Ed.D. Practicum II Report, Nova University. Some pages of appendices will not reproduce.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG88

An 18-week demonstration, remediation project was undertaken to improve educational effectiveness for 14 preschoolers with minimal cerebral dysfunction. A literature search indicated that these children can be appropriately educationally programmed for their sensorimotor problems and suggested that such early intervention can prevent later academic learning disabilities. Specific goals included: (1) providing an objective, easily administered assessment tool to preschool educators and therapists at special centers; (2) providing information and support regarding appropriate intervention methods and principles; (3) educating parents and staff about characteristics and problems associated with preacademic learning problems; (4) establishing an early intervention program for preschoolers with learning disabilities; and (5) assessing the effectiveness of the learning disabilities prevention program. Sensorimotor integration theory and methods were used for assessment and remediation. Of the 14 participating children, 12 demonstrated improved performance on the posttest and 6 increased their level of competence to within normal ranges as tested by the Miller Assessment for Preschoolers. Of the 15 participating educators and therapists, 14 demonstrated increased knowledge of preacademic learning disabilities on a posttest. The staff at both target preschools participated fully in the implementation and are continuing the evaluation and remediation program as established by the practicum. (Author/VW)

Descriptors: Educational Objectives; *Handicap Identification; Inservice Teacher Education; *Learning Disabilities; *Minimal Brain Dysfunction; *Outcomes of Education; Parent Education; *Perceptual Motor Learning; Preschool Education; Remedial Programs; *Sensory Integration; Student Evaluation

Identifiers: *Early Intervention

ED292284 EC202067

The Improvement of Special Education Services in an Early Childhood Program through a Prereferral Intervention System.

Gorny, Bethanie

12 Jun 1987

81p.; Ed.D. Practicum I Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG88

A prereferral intervention program was instituted: to ensure that children within a Head Start program who had special needs were identified and referred in a timely manner; to prevent the mistaken referral or labeling of children with mild delays who did not require intervention; and to increase the effectiveness of the existing referral system. Behavioral checklists were developed and provided to teachers to aid them in identifying children with special needs. Teachers could then request prereferral consultations during which a special education consultant conducted teacher consultations, screenings, child observations, and reviewed the child's records. If, based on her findings, prereferral intervention was indicated, the consultant devised an individualized educational plan for the teacher to use with the child in the regular classroom. Follow-up consultations by telephone and in-person were conducted with the teachers and education supervisors. Results indicate that prereferral intervention can benefit teachers by giving them the confidence and tools to handle children they may otherwise have perceived as too difficult to teach. Many of the children, including some considered severely impaired, showed growth in academic and social areas when on prereferral intervention plans which is consistent with the movement to mainstream whenever possible. (Author/VW)

Descriptors: *Consultation Programs; Counselor Teacher Cooperation; Diagnostic Teaching; *Disabilities; *Educational Diagnosis; *Handicap Identification; Individualized Education Programs; *Mainstreaming; Preschool Education; *Referral; Remedial Instruction; Special Education

(cont. next page)

Identifiers: Early Intervention; *Prereferral Intervention; Project Head Start

ED292242 EC202024
The Development and Implementation of a Program To Improve the Performance of Underachieving Gifted Students.
Mumford, Thelma
Apr 1987
122p.; Ed.D. Individual 2 Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAUG88
Target Audience: Researchers; Practitioners

A program was designed to reduce the academic gap between aptitude and achievement of 150 gifted underachievers in grades 5-8 who had been removed from a Georgia-funded gifted program due to poor achievement test scores and were subsequently enrolled in the Atlanta Public School System's locally funded gifted program. The program also sought to have fewer than 10% of the 1,800 gifted students currently enrolled in the state-funded gifted program be judged as underachievers. The program's three components included: (1) educational intervention in test taking, critical thinking, language arts, and mathematics skills; (2) student counseling; and (3) parent counseling. After intervention, 110 of the 150 students from the locally funded gifted program met the state eligibility achievement criterion and were reenrolled in the state-funded program for the gifted, while only one of the 180 students enrolled in the state-funded program was terminated and placed in the locally funded gifted program. (Author/JDD)

Descriptors: Ability Identification; *Academic Achievement; *Academically Gifted; Aptitude; Critical Thinking; *Educational Counseling; Eligibility; Intermediate Grades; *Intervention; Junior High Schools; Language Arts; Mathematics Skills; *Outcomes of Education; Parent Counseling; Prevention Program Development; School Districts; State Programs; Test Wiseness; *Underachievement

Identifiers: *Atlanta Public Schools GA

ED291955 CE049844
Development of a Self-Paced Video Program To Teach Intravenous Therapy Techniques to Second Year Registered Nursing Students. Societal Factors Affecting Educations.
Balint, Marilyn
Feb 1988
49p.; Practicum paper, Nova University. For a related document, see ED 281 044.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG88

A self-paced video program was developed for the registered nursing faculty at Long Beach City College (California) to teach intravenous therapy techniques to second-year nursing students. The content of the Intravenous Therapy Video was determined based on a review of the literature and input from the advisory panel (four nursing department faculty members who served as experts to review the video development process). Materials were revised in accordance with the panel's recommendations and resubmitted for approval. The Media Services Department provided direction regarding the script, format, staging, and titles, and did the actual taping. The video is designed to be used by students in the learning center at the college. The use of a self-paced video program to complement the lecture/discussion method was found to be educationally sound; however, some intravenous procedures are best taught in another format and so were not included. Based upon the findings of this study, it was recommended that (1) the Intravenous Therapy Video be given consideration in any course in the registered nursing program where intravenous therapy is taught or reviewed; (2) the video be assigned in conjunction with the coursework module; and (3) students be asked to evaluate the effectiveness of the video. (The script for the video is included in this report.) (Author/KC)

Descriptors: Audiovisual Aids; Course Content; *Film Production; Higher Education; Learning Modules; Material Development; *Medical Services; Nurses; *Nursing Education; Pacing; *Programed Instructional Materials; *Videotape Recordings

Identifiers: *Intravenous Therapy; *Long Beach City College CA

ED291521 PS017205
Project A.D.A.P.T.: Approaches for Developing Active Participation in State Mandated Training Programs for Child Caregivers.
Davis-Dike, Janice
1987
151p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL88
Target Audience: Practitioners

To increase the participation of child caregivers in mandated inservice training provided at a metropolitan adult/vocational center, changes were made in the curriculum and classroom environment and the research literature was reviewed for ways of activating adult learners. Several specific program innovations were implemented, including the development of an orientation videotape and other pre-class adaptive activities, a change in class schedules and instructor assignment to allow for increased support and coaching assistance, a student-centered curriculum,

(cont. next page)

re-arrangement of the physical environment to meet the special needs of adult students, and the inclusion of feedback, class involvement techniques, and video playback during discussion sessions. Evaluation data indicated that participants showed increased levels of orientation, in-class participation, self-appraisal, and positive program regard. Sixty references are cited. Related materials are appended, such as forms, questionnaires, a videoscript of orientation materials, and a faculty handbook. (RH)

Descriptors: Adult Vocational Education; *Child Caregivers; *Classroom Environment; Discussion; *Inservice Teacher Education; *Instructional Improvement; Orientation Materials; Postsecondary Education; Program Improvement; Social Reinforcement; *Student Participation; *Teaching Methods; Videotape Recordings

Identifiers: Mandatory Programs

ED291520 PS017204

Increasing Parental Involvement in Helping Fourth Grade Children To Learn through Home Curriculum To Improve Homework Habits.

Barber, Geraldine M.
1987
79p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL88

This practicum was designed in response to a lack of parental involvement in a fourth grade classroom. The goals of the practicum were: (1) to encourage parents to become involved in helping their children learn at home as well as at school by attending parent-teacher conferences and other school-related activities; (2) to provide home visitation in order to help in establishing a home curriculum; and (3) to give support to parents who need help in assisting their children with homework. All 25 parents became involved in some aspect of the program, and considerable gains were made in parents' attitudes toward regular visits to school. In addition, parents monitored homework and, consequently, children completed and returned assignments. Twenty-three references are listed and two brief survey forms are appended. (PCB)

Descriptors: Elementary School Students; Intermediate Grades ; *Parent Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation

---

ED291517 PS017200

Development and Implementation of an Elementary School-Based Inservice Model Using School-Based Personnel as Facilitators.

Morrison, Elizabeth Hayo
1988
211p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL88
Target Audience: Practitioners

This practicum addressed the problem of developing and implementing a school-based in-service model that would be facilitated and presented by the elementary school teachers who were to be instructed. A literature review led to the conclusion that successful implementation could be achieved by faculty and staff ownership of the in-service model and the identification of appropriate components. In particular, research indicated the importance of prioritized steps in developing the feeling of ownership and insuring the appropriateness of the instructional components. Objectives of the intervention were: (1) to develop willingness among faculty and staff to volunteer for or accept the request of other faculty and staff to facilitate or present an in-service component; (2) to develop an in-service model with its components; (3) to compile a media center resource file for each of the components; and (4) to encourage teachers to use newly learned strategies and information in their classrooms. During the course of the implementation period, 23 components were planned by individual faculty and staff members and 18 components were delivered. Plans were made to continue the in-service program for a second year with the presentation of four previously planned but delayed components, four repeated or extended components, and the possible addition of six new components. Twenty-nine references are cited. Related materials comprising about half the document are appended, including survey forms, information packets, agendas and minutes of meetings, and a 15-page presentation about the proposed program. (RH))

Descriptors: Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Instructional Improvement; Models; Program Design; *Program Implementation; *Resource Materials

Identifiers: Media Centers; *Teacher Initiated Activities

ED291430 JC880085

An Assessment of the Level of Faculty Burnout at Evergreen Valley College.

Johnson, Tanya
Aug 1987
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUL88

A study was conducted at Evergreen Valley College (EVC), Illinois, to assess the level of faculty burnout and to

(cont. next page)

determine the need for personal and organizational interventions to reduce burnout and improve morale. The Maslach Burnout Inventory (MBI) was administered to all 105 full-time faculty at EVC, and scores for the MBI subscales of emotional exhaustion, depersonalization, and personal accomplishment were determined for the 80 responding faculty members. Study findings included the following: (1) 14 faculty had high scores on the depersonalization subscale, indicating early signs of burnout; (2) 17 faculty scored high on the emotional exhaustion subscale, indicating advanced cases of burnout; and (3) 51 faculty scored low on the personal accomplishment subscale. Based on study findings and comparison with normative scores on the MBI, it was concluded that feelings of personal accomplishment were particularly low for EVC faculty and that emotional exhaustion and depersonalization were not severe. Recommendations for addressing the problem of burnout at EVC were developed and given to the administration and faculty senate. A 31-item bibliography and appendices citing the institutional costs of burnout and providing ecological and congruence models for the study of burnout, the survey instruments, and a letter to EVC faculty summarizing survey results are included. (EJV)

Descriptors: *College Faculty; Community Colleges; Questionnaires; School Surveys; *Teacher Burnout; *Teacher Morale; Two Year Colleges

Identifiers: Evergreen Valley College IL; *Maslach Burnout Inventory

---

ED291208 EC201975

Improving the Process for Identifying Seriously Emotionally Disturbed Students Utilizing a Decision Facilitation Model in Elementary Schools.

Craney, Thomas J.

28 Jun 1987

81p.; Practicum Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL88

The practicum was designed to improve the multidisciplinary team (MDT) process for identifying seriously emotionally disturbed (SED) students within five elementary schools, with the primary goal of implementing a decision facilitation model in order to provide a more systematic approach to SED identification. Initially, inservice training was provided to 40 MDTs in order to improve their conceptual understanding of the SED identification process. During the 12-week implementation phase, a decision facilitation model was implemented which focused on MDT responsibilities, information gathering and documentation requirements, and specific SED eligibility criteria. Twenty of the originally inserviced MDTs completed a post-implementation evaluation instrument. Results suggested that inservice training efforts were successful in improving MDT members' understanding of the critical conceptual components and eligibility criteria found within the SED definition. The decision facilitation model was judged an improvement over previous identification procedures by a majority of respondents. Among concluding recommendations is an effort to improve the relationship between assessment and eligibility procedures and intervention strategies. (JW)

Descriptors: Accountability; *Behavior Disorders; Elementary Education; Eligibility; *Emotional Disturbances; *Handicap Identification; Inservice Education; *Interdisciplinary Approach; Models; *Participative Decision Making; Student Evaluation

---

ED291074 CS009042

Improving the First Grade Readiness Skills of High Risk Kindergarten Students.

Losey, David E.

Nov 1986

135p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEJUL88

Concern at an elementary school that the level of successful first grade readiness for high risk kindergarten children was 62 percent, while the level of success for non-risk kindergartners was 100 percent, prompted a program for improving the readiness skills of high-risk kindergarten students described in this report. Chapter one describes Stout Elementary School in Sellersburg, Indiana, a school composed of kindergarten through sixth grade, and presents a rationale for making a concentrated effort to reduce school failure at all levels, beginning with high risk students in early childhood education. Chapter two outlines four probable reasons for high risk kindergartners' poor success in the Stout Elementary Kindergarten program: (1) lack of instructional time, (2) poor attendance, (3) lack of time for individual instruction and assistance, and (4) being young at school entry in relation to peers. This chapter also presents methods of identifying high risk students, and describes prior activity to assist these students. Chapter three identifies five terminal objectives for a successful program, and Chapter four presents a background for the study. Chapter five describes implementation of "Project Earlybird," including the use of tutors to increase instructional time, telephone checks to monitor attendance, and summer school to lengthen the instructional year. Chapter six presents results indicating that the success rate for high risk kindergarteners increased from 62 percent to 75 percent. Chapter 7 deals with the reasons for the decision to continue "Project Earlybird." Twenty-one tables of data are included and 23 references are attached. (NH)

Descriptors: Attendance; Cross Age Teaching; Grade 1; *High

(cont. next page)

Risk Students; *Intervention; Kindergarten Children; Primary Education; Program Design; Program Development; School Entrance Age; *School Readiness; Self Esteem; *Tutorial Programs

ED291058 CS009014

Improving Reading Comprehension of Intermediate Grade Children.

Nachman, Leah B.
1987
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL88

This practicum was designed to improve reading comprehension of intermediate grade children attending compensatory education classes in a Florida elementary school. It involved 11 students in grades 2 through 5 who were low achievers in reading and/or math. It was designed to improve reading comprehension by providing training using six specific strategies and techniques: (1) reducing student anxiety, (2) finding causal relationships, (3) cuing students with specific directions, (4) rereading material, (5) summarizing material, and (6) using advance organizers. Specific goals were to improve students' knowledge of reading strategies, their attitudes toward reading, their self-perceived ability in reading, and their grades in reading comprehension. To determine the success of the program, evaluative instruments were administered at the beginning and end of the study measuring knowledge of strategies, use of strategies, comprehension, attitude and self-perception. Analysis of the data revealed that students improved their reading comprehension and their attitude toward reading. Gains were made by students for each objective that was measured. Appendixes provide a teacher interview questionnaire, student attitude questionnaire, strategies test, sample test passage, and students' perception survey. (NH)

Descriptors: Grade 4; Grade 5; Instructional Effectiveness; Intermediate Grades; *Low Achievement; Reading Attitudes; *Reading Comprehension; *Reading Difficulties; Reading Research; Reading Strategies; *Remedial Reading; Self Concept Self Concept Measures
Identifiers: Nova University FL

ED290912 CE049602

Using the Comprehensive Nursing Achievement Test as a Predictor of Success on the National Council Licensure Examination. Learning Theory and Applications Seminar.

Balint, Marilyn
Jan 1988
36p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL88

A study examined the feasibility of using the Comprehensive Nursing Achievement Test as a predictor of nursing students' eventual success on the National Council Licensure Examination (NCLEX-RN). The predictive validity of other factors, such as age, college entrance test scores, and grades in second-year nursing courses, was also examined. Seventy-one graduates of the 1986 registered nursing class from Long Beach City College (California) constituted the study sample. Data collected for each person in the sample included their NCLEX-RN score, their Comprehensive Nursing Achievement Test score, their age when they took the comprehensive test, their math and reading college admission scores, and their grade-point average (calculated on the basis of courses taken during the second year of the nursing program). A two-tailed independent T-test was used on the means for both tests. No significant difference between the two means was found. This confirmed the usefulness of the Comprehensive Nursing Achievement Test as a predictor of success on the NCLEX-RN. In addition to the Comprehensive Nursing Achievement Test score, the best indicator of success on the NCLEX-RN was the student's performance in second-year nursing courses. Age and math and reading admission scores did not predict success on the NCLEX-RN. It was therefore recommended that the practice of administering the Comprehensive Nursing Achievement Test be continued and that the test be used for curriculum review. (MN)

Descriptors: Academic Achievement; *Achievement Tests; Graduate Surveys; Higher Education; *Nursing Education; Predictive Measurement; *Predictive Validity; *Predictor Variables; *Test Validity
Identifiers: *Comprehensive Nursing Achievement Test; *National Council Licensure Examination

ED290875 CE049529

Determining Guidelines for Development of an Internship Program for Wage Grade Employees within the Phoenix Air Guard. Governance and Management.

Torbert, James Brison
Jan 1988
81p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEJUL88

A study examined development programs, uncovered during a literature review, that would assist in the supervisory training of Wage Grade employees who are promoted to working supervisors. The examination determined guidelines that could be used to construct a supervisory internship program within

(cont. next page)

the Phoenix Air Guard. Hall's experience-based career development model (1986) was found to contain guidelines for establishing a career development program that could be used as the framework for the construction of an internship program. Other conclusions were that the internship program must have an orientation phase, the Phoenix Air Guard's management must go through the steps in work force planning to make the program effective, all candidates should be volunteers, and the program should incorporate aspects of all three career development programs. Recommendations included management's identification of (1) key organizational positions or families of positions to serve as career targets, (2) desired job behaviors for key positions, and (3) specific supervisory positions to be incorporated into the internship program. (YLB)

Descriptors: Adult Education; *Career Development; Career Education; Experiential Learning; Guidelines; *Internship Programs; *Management Development; *Program Development; Supervisors; *Supervisory Training

---

ED290609 SE048839

The Determination of Transfer of Learning from an Introductory Course to an Advanced Course in the Department of Biological Sciences at New York City Technical College.

Selvadurai, Ranjani H.
Jan 1985
37p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN88
Target Audience: Practitioners; Researchers

The purpose of this study was to determine transfer of learning from an introductory to an advanced course in biology. All lecture sections in the advanced course at New York City Technical College were used for random sampling in the study. These lecture sections consisted of a mixture of students who were exposed to techniques of transfer of learning through the introductory course and those who were not exposed to the techniques of transfer of learning, but directly entered the advanced course. The findings of the study indicated that there was a significant difference between the mean cumulative lecture grade of students exposed to transfer of learning and the mean cumulative lecture grade of students not exposed to transfer of learning. As a result of the study it was recommended that the introductory course be mandated as a pre-requisite for the advanced course, and that further studies be conducted for an extended period of time prior to such a decision. It was further recommended that other introductory courses be redesigned and evaluated for positive transfer of learning to advanced courses in the Department of Biological Sciences and college-wide. (Author/TW)

Descriptors: *Academic Achievement; *Biology; *College Science; Higher Education; *Introductory Courses; Lecture Method; *Science Curriculum; Science Education; Science Instruction; *Technical Education

Identifiers: *Science Education Research

ED290467 IR013124

A Determination of the Relationship between Various Factors and Success on the Advanced Placement Computer Science Examination.

Flaherty, Robert John
29 Aug 1987
46p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUN88
Target Audience: Researchers

This study was undertaken to determine whether a significant correlation exists between the student's performance on the Advanced Placement (AP) Computer Science Examination and three factors: (1) mathematics scores on the Preliminary Scholastic Aptitude Test (PSAT); (2) a mathematics index score reflecting mathematics courses taken by the student in high and his/her grades in those courses; and (3) the student's overall grade point average. The data were analyzed by calculating the Pearson product-moment correlation between the scores on the AP examination and the selected factors. A significant correlation at the 5% level was found for the selected factors. Only the highest correlating factor, the PSAT mathematics score, was selected for a regression formula after it was found that the inclusion on the other factors did not contribute significantly to the quality of the prediction. Four appendices provide tables displaying the data collected for the study and a description of the data analysis process. (Author/EW)

Descriptors: Achievement Tests; Advanced Placement Programs Aptitude Tests; *Computer Science; Grade Point Average; High Schools; *Mathematics Achievement; Multiple Regression Analysis; *Predictive Measurement; Predictor Variables

Identifiers: *College Board Achievement Tests; Pearson Product Moment Correlation; *Preliminary Scholastic Aptitude Test

---

ED290448 IR012996

A Mini-Curriculum for Robotics Education.

Jones, Preston K.
1987
45p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN88

(cont. next page)

Target Audience: Researchers

This practicum report documents the development of a four-lesson multimedia program for robotics instruction for fourth and seventh grade students. The commercial film "Robot Revolution" and the videocassette tape "Robotics" were used, along with two author-developed slide/audiotape presentations and 14 overhead transparency foils. Two robots, Hero I and Robie, Sr., and 16 Apple IIe microcomputers with turtle graphics were also used. Developmental testing occurred using a group of 41 students who ranged in grade level from fourth through eighth and in ability from above average to those with specific learning disabilities. A summative evaluation indicates that the program is high in quality, leads to positive learning experiences, and is interesting. A 10-item bibliography is provided and 12 appendices provide additional information on the evaluations, the objectives of the course, and lesson plans. (EW)

Descriptors: Artificial Intelligence; Computer Graphics; Computer Science Education; *Instructional Design; *Instructional Development; Intermediate Grades; Junior High Schools; *Multimedia Instruction; *Robotics; Summative Evaluation

ED290408 HE021113

An Investigation of Mainstreaming Part-Time Faculty in the Department of Biological Sciences at New York City Technical College.

Selvadurai, Ranjani H.

Apr 1985

58p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN88

After part-time and full-time faculty members at New York City Technical College expressed concern about the need for efforts to cater to the requirements of departmental adjunct faculty, a study was undertaken to determine part-time faculty needs (services and support systems) in the hopes of mainstreaming them in the biological sciences department. Questionnaires surveying support systems and facilities for full-time faculty were given to the full-time faculty; the part-time faculty, course coordinators, and chairperson received another questionnaire on the needs of part-time faculty. Some of the areas of need determined by part-time staff were social interaction between full- and part-time faculty, communication between the two groups, involvement in academic decision making, supplementary assistance to students, and efforts on the part of the administration to mainstream the part-time faculty. The study indicated it would be beneficial to conduct a needs assessment regularly, design an information manual on departmental regulations and policies, and involve part-time faculty in decision making. A combined committee of the two faculty sectors was recommended along with encouragement of social interaction, establishment of continuing communications links, and encouragement of office hours in which the part-time faculty could assist students. Also included in this report is a history of the background and significance of the employment of part-time faculty. The questionnaire and letters related to the survey are appended. (SM)

Descriptors: *Adjunct Faculty; Biological Sciences; College Administration; *College Faculty; Department Heads; Departments; Faculty College Relationship; *Faculty Development; Higher Education; *Part Time Faculty; Questionnaires; School Surveys; Science Departments; Teacher Administrator Relationship; *Teacher Participation; Teacher Placement; Urban Universities

Identifiers: New York City Technical College

ED290384 HE021075

Developing a Policy for Academic Appointment and Rank for Sheldon Jackson College.

Craddick, Jan

Nov 1987

80p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Alaska

Journal Announcement: RIEJUN88

A practicum to develop a policy for academic appointment and rank for Sheldon Jackson College (Alaska) faculty is described. The practicum conducted a case study of internal governance at other institutions. Letters were sent to 67 members of the Association of Presbyterian Colleges and Universities and three related colleges to obtain data relating to standards for appointment and criteria for retention and promotion. Usable responses were received from 38 colleges. The data were analyzed by an ad hoc committee appointed by the faculty. The committee recommended a policy for academic appointment and rank based on: expertise and knowledge in discipline, professional performance, service to the college and community, and service to the profession. Four ranks were recommended: instructor, assistant professor, associate professor, and full professor. The master's degree or equivalent is required for the instructor level and the terminal degree is needed for the other levels. A system of continual year or term contracts was also suggested. Forms for student ratings of courses and instructors and for rating faculty for promotion/tenure are appended, along with information on procedures for self and peer evaluation and division professional growth plans. (Author/SW)

Descriptors: *Academic Rank (Professional); Church Related Colleges; College Faculty; *Evaluation Criteria; *Faculty Evaluation; Faculty Promotion; Governance; Higher Education; Knowledge Level; *Personnel Policy; Policy Formation; Private

(cont. next page)

Colleges; Public Service; Questionnaires; Rating Scales; Records (Forms); Seminars; *Teacher Employment
Identifiers: *Sheldon Jackson College AK

ED290383 HE021074
Developing a Sexual Harassment Policy for Sheldon Jackson College.
Craddick, Jan
Jun 1986
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)
Geographic Source: U.S.; Alaska
Journal Announcement: RIEJUN88

A practicum to determine the need for a sexual harassment policy and to develop an appropriate policy for Sheldon Jackson College, Alaska, is described. The objective of the practicum was to determine the impact of equal opportunity legislation, specifically as it relates to sexual harassment of students, on the private college campus. The practicum reviewed state and federal laws and policies that affected college and universities and polled 70 private Presbyterian colleges to determine their actions or planned strategies to deal with sexual harassment. Copies of sexual harassment policies were received from 16 of the 70 private colleges. Appendices include: the Sheldon Jackson College section of the 1983 Faculty and Staff Handbook on the personnel appeal policy; a grievance appeal form, the text of the Alaska law on harassment, the sexual harassment policy proposed by Sheldon Jackson College faculty, and a revised version of the faculty document on sexual harassment policy. (SW)

Descriptors: Church Related Colleges; *College Faculty; *College Students; Federal Legislation; Grievance Procedures; Higher Education; Legal Responsibility; Needs Assessment; *Personnel Policy; *Policy Formation; *Private Colleges; Records (Forms); *Sexual Harassment; State Legislation
Identifiers: *Sheldon Jackson College AK

ED290382 HE021073
Developing the Senior Seminar.
Craddick, Jan
May 1987
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Alaska
Journal Announcement: RIEJUN88

The Senior Seminar (Humanities 497) at Sheldon Jackson College, Alaska, is described. The focus of this interdisciplinary, division-taught course, is to develop a syllabus for the course using the product development guidelines of the Nova University (Florida) course, "Curriculum and Program Planning." The Senior Seminar is a requirement for a new bachelor of arts degree in the liberal arts. Students taking the seminar define and evaluate the college learning experiences that have contributed to their world view. Course development was done in several stages: faculty interviews, review of courses at other colleges, student evaluations, and the final draft of the syllabus. Review of senior seminars at other colleges identified learning resources, teaching strategies, and evaluation methods. Resources include the classics as basic texts and contemporary works as supplemental texts. The syllabus has been recommended to liberal arts division faculty to be used in implementing the course in spring 1989. Appendices include: liberal arts division long-range plan for 1986-1989, a course outline, instructor and course evaluation forms, and the Senior Seminar syllabus and reading list. (SW)

Descriptors: Bachelors Degrees; *College Seniors; *Course Descriptions; Course Evaluation; *Curriculum Development; Higher Education; Instructional Materials; Interdisciplinary Approach; *Learning Experience; *Liberal Arts; Rating Scales; *Seminars; Student Evaluation of Teacher Performance; Student Experience
Identifiers: *Sheldon Jackson College AK

ED290307 EC201771
A Mealtime/Playtime Communication Program for Severely and Profoundly Retarded Children and Their Caregivers: Project Feedback.
Kreitzman, Natalie R.
1987
106p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN88
Target Audience: Practitioners; Researchers

Parental involvement is critical to the maintenance and generalization of language behavior established in the instructional environment, in this case, a day training center for the mentally retarded. This practicum project sought to teach parents from 46 families to work effectively in the area of communication with their severely/profoundly mentally retarded child, thereby promoting carryover to the home environment, and also sought to alleviate the parents' feelings of ignorance and helplessness in providing such educational therapy. The involvement of each family member in caregiving, physical activity, and educational programming for the pre-pubescent or adolescent handicapped child was assessed. As part of a multi-faceted program, two luncheon workshops were held and literature was prepared to train the home caregivers in using an interactive approach to communication which responded to the child's modes of

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

communication during naturally occurring situations, such as mealtimes and playtimes. Evaluation of the program indicated that parents who participated in some aspect of the program were able to develop realistic communication goals at their child's individualized education program conference. Fourteen parents (87%) believed that parent meetings were a viable and necessary part of the day training experience. Forty-four references are listed; the appendixes include survey forms: the family involvement sheet; project feedback; and parent evaluation of the program. (JDD)

Descriptors: *Communication Skills; *Educational Therapy; Intervention; Parent Child Relationship; *Parent Education; Parenting Skills; *Parent Participation; *Severe Mental Retardation; Workshops

ED290252 EC201713

Improving Motivation and Skills toward Oral Reading for Third Grade Learning Disabled Auditory Deficit Students.

Levine, Sheri
12 Jun 1987
94p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN88

The practicum's goal was to improve the listening skills, oral reading skills, and motivation toward oral reading of six learning-disabled third-grade students with auditory deficits. An intervention plan incorporated directed lessons, filmstrips, tapes, prepractice reading sessions, motivational techniques, and various auditory-visual activities. Through the use of such assessment instruments as a classroom teacher observation survey, oral reading attitude survey, pre- and post-oral reading inventory, and weekly student evaluations, the study's results showed that all of the students made significant improvement in their word attack skills, oral reading, and motivation toward oral reading. (Author/JDD)

Descriptors: Aural Learning; Educational Therapy; Grade 3; Intervention; *Learning Disabilities; *Listening Skills; *Motivation Techniques; *Oral Reading; *Perceptual Handicaps; Primary Education; *Reading Instruction; Student Motivation; Teaching Methods

ED290241 EC201702

Improving Services to Learning Disabled Students at Oxnard College through the Identification of Referral Sources. Learning Theory.

Jones, Joan
Apr 1987
35p.; Ed.D. Practicum, Nova University. For a related paper, see EC 201 701.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN88

In order to improve services to learning disabled (LD) students in a California community college setting (and to recruit new students as well as carry out ongoing curriculum adaptations), the study sought to identify sources of referral of LD students to the college special education department. Following a review of relevant literature, data from student files on referral sources of 73 LD students currently enrolled at the college were analyzed. The source of referral of the greatest number of LD students was the college's own Divisions (math/science, vocational/technical, counseling, and essential skills), with local high schools ranking second, other (peers and Department of Social Welfare) ranking third, self-referral fourth, parents/relatives fifth, and the Department of Rehabilitation referring the least number of students. Among recommendations are greater sharing of information on learning disabilities, and initiation of efforts to increase LD enrollment at the institution by extended outreach programs to low identified sources of referral. (JW)

Descriptors: Community Colleges; Curriculum Development; *Delivery Systems; Identification; *Learning Disabilities; Postsecondary Education; *Referral; *Student College Relationship; Student Recruitment; Two Year Colleges

Identifiers: Oxnard College CA

ED290240 EC201701

Identification of Topics for a Faculty Resource Guide for Adaptive Testing of Students with Disabilities. Curriculum and Program Planning Seminar.

Jones, Joan
Apr 1987
46p.; Ed.D. Practicum, Nova University. For a related paper, see EC 201 702.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN88

The report describes the process and procedures undertaken to recommend topics for a California community college (Oxnard College) faculty resource guide, intended to facilitate test-taking by students with disabilities. An expert panel composed of college administrators, special educators, other faculty members, and community professionals reviewed current literature on the provision of accommodations for disabled students, focusing in particular on visual impairments, motor impairments, speech impairments, specific learning disabilities, and deafness/severe hearing impairments. Federal and state regulations and curriculum issues were also studied, and basic terms identified. Among topics recommended by the expert panel for inclusion in the resource guide were general

(cont. next page)

information regarding adaptations for testing in laboratory settings, the use of readers for the blind, the writing difficulties of motor impaired students, classroom adaptations for deaf and speech impaired students, testing procedures for learning disabled students, and special services available through the testing center. (JW)

Descriptors: Adaptive Behavior (of Disabled); *Adaptive Testing; *Adjustment (to Environment); Assistive Devices (for Disabled); Community Colleges; Curriculum Development; *Disabilities; Federal Regulation; Guidelines; *Mainstreaming Postsecondary Education; *Student College Relationship; Two Year Colleges

Identifiers: Oxnard College CA

ED290084 CG020447

Improving Student Attendance and Achievement through Intervention of a Student Support/Home-School Liaison Committee.

LaGoy, James H.
Feb 1987
155p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN88

A 2-year project was designed and implemented to improve attendance and academic achievement of targeted elementary (N=69) and secondary (N=78) school students. Teachers reported concerns about a high truancy rate and low grades among some students. The intervention provided for an individualized diagnostic-prescriptive approach in a humanistic school environment. It called for high involvement by the chief professional participants of the project who interacted with target students in the combined role of advisor, consultant, instructor, and friend. These professionals maintained close contact with students in school and made home visitations to establish rapport with parents. Emphasis was placed on developing and maintaining a warm and caring relationship with the student and the student's family. Student attendance and academic achievement during the intervention period of 1985-1987 were compared with attendance and achievement during the 1983-1984 base year. Results revealed that a significant number of students did improve attendance and achievement as projected in the terminal objectives. The seven chapters of this report describe the program in detail. Forty-four tables are included; relevant forms and materials are presented in 68 appendices. (Author/NB)

Descriptors: *Academic Achievement; *Attendance; Counseling Services; Educational Diagnosis; Elementary Secondary Education; *Family School Relationship; High Risk Students; Humanistic Education; *Program Effectiveness; School Activities; Social Support Groups; *Student Improvement

ED289990 CE049265

Development of an Intravenous Therapy Module for Second Year Registered Nursing Students.

Balint, Marilyn
Jan 1988
81p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN88

A study aimed at developing an intravenous therapy module for second-year registered nursing students is described in this practicum report. The report's five chapters define the underlying problem and purpose of the study; discuss the history of intravenous therapy and the significance of the module to the host institution; review the relevant literature; describe procedures used to complete the practicum; present the study findings with their implications; and make recommendations for implementing and validating the module. Four appendixes include parenteral infusion guidelines, an outline of critical elements for intravenous therapy, an outline of the individual therapy module, and a schedule and plan for use in presenting the module which includes lists of equipment needed for intravenous therapy labs. The parenteral infusion guidelines list the procedures that are prohibited for students and outline the procedures for setting up and maintaining an infusion. The list of critical elements for intravenous therapy details the steps involved in 12 procedures for setting up, maintaining, and adjusting intravenous infusions. The learning module lists 15 content areas ranging from: identifying common intravenous administration equipment and setting up and maintaining primary and secondary lines and volume-controlled sets to solving math problems related to intravenous credits. Also included in the module are a statement of purpose, time allotment, procedural outlines, lists of student and teacher responsibilities, assignments, testing procedures, and worksheets. (MN)

Descriptors: Behavioral Objectives; *Biomedical Equipment; Equipment Maintenance; *Equipment Utilization; Learning Activities; Learning Modules; Material Development; *Medical Services; *Nursing Education

Identifiers: *Intravenous Therapy

ED289771 SO018411

Improving the Middle School Student's Attitude and Performance in History through Vocabulary Acquisition.

Bates, Donald L.
1986
158p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

This practicum addressed the problem of eighth-grade U.S. history students who did not acquire nor retain the necessary course core vocabulary. This lack of vocabulary acquisition resulted in reduced student performance, lack of understanding, and a poor attitude. The goals were: (1) to increase the student's U.S. history core vocabulary level; (2) to use the students improved vocabulary level to enhance their understanding of course content and concepts; and (3) to improve the student's general attitude toward U.S. history as a result of experiencing success in the classroom and on tests. In addressing these goals, a social studies vocabulary acquisition program was implemented based on the selection and blending of existing vocabulary acquisition techniques from four areas. These areas included games, discussions, context clues, and written exercises. All of the classes that participated in the program met the objectives of the practicum. Results indicated that a social studies vocabulary acquisition program improved the student's performance and attitude in history. (Author/SM)

Descriptors: Educational Strategies; Grade 8; History Instruction; *Middle Schools; *Social Studies; Student Attitudes; Student Improvement; *Student Motivation; *Teaching Methods; United States History; *Vocabulary Development; Word Study Skills

ED289657 RC016524

Evaluating the Early College Incentive Program.

Craddick, Jan O.
Feb 1986
61p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Alaska
Journal Announcement: RIEMAY88
Target Audience: Practitioners

To address the lack of academic and social preparation that many rural Alaskans have when they first arrive at college, in 1985 Sheldon Jackson College (Sitka, Alaska) initiated the Early College Incentive Program (ECIP) to expose junior high students to college learning and living requirements, reduce cultural shock (Sheldon Jackson's student body is 72% Alaskan and 56% Native Alaskan), and excite students about college opportunities. From 125 applicants, 38 were selected to attend the 2-week summer program on campus; 36 successfully completed the program. This 1986 study's objective was to determine whether participation in the ECIP had had a significant effect on participants' preparation for college and attitudes about college. The number of college preparatory courses taken, the grade point average (GPA) for the college preparatory courses, and participants' attitudes about college were compared with the same measures for two 9th-grade control groups. Findings showed that although there were no significant differences at the .05 level between the groups in course selection or college planning, there was a significant difference at the .05 level in GPAs. Continuation of the program is warranted, and the study and evaluation are being used in development of future programs. (JMM)

Descriptors: Academic Achievement; College Environment; *College Preparation; Course Objectives; Course Selection (Students); Grade 9; *Grade Point Average; Higher Education; Junior High Schools; *Junior High School Students; Participant Characteristics; *Program Effectiveness; Program Evaluation; *Rural Youth; *Student Attitudes; Student College Relationship ; Summer Programs; Transitional Programs

Identifiers: Alaska; *Sheldon Jackson College AK

ED289630 PS017080

Planning and Implementing a Community Based Child Care Information and Referral Clearinghouse.

MacWright, Alicia Cox
1986
124p.; Ed.D. Practicum Report, Nova University. Some pages contain small, light type.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

To provide for the planning and implementation of a community based, university sponsored, child care information and referral clearinghouse, a doctoral practicum project was undertaken. The primary goal of the project was to provide parents with up-to-date information about the full range of child care and children's services available in Middlesex County, New Jersey. The procedure for start-up and service delivery consisted of: (1) identification of providers; (2) compilation of the data base; (3) outreach and publicity; (4) the referral process; and (5) referral follow-up and evaluation. In the data base on the service providers, names of providers were catalogued and filed under the categories of child care, medical care, and consultants. The Child Care Clearinghouse received 135 requests for referrals during its first six months of operation, 89% of which were for child care. Most requests concerned care for infants and preschoolers. Included are 9 pages of references, 10 appendixes, and 9 tables. (SKC)

Descriptors: *Clearinghouses; *Community Information Services; *Community Services; *Day Care; *Day Care Centers; Early Childhood Education; Program Descriptions; *Referral; Social Services

ED289333 EC201294

The Increase of Regular Teacher Participation during Multidisciplinary Team Meetings Using the School Psychologist as Facilitator.

Koch, Larry

(cont. next page)

Dec 1986
58p.; Ed.D. Practicum, Nova. University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

The goal of this project was to increase regular teacher attendance and active participation during multidisciplinary team (MDT) conferences held to ensure appropriate decisions regarding eligibility, placement, and programming of special needs students. The school psychologist, as a member of the team in the target school in Dade County, Florida, met with each regular teacher to review the teacher's role in the MDT process and to share information regarding the referring problem, psychoeducational findings, perceived eligiblity and goals. In addition, the MDT agenda was reviewed and discussed in light of teacher contribution to the process. Observational data gathered from subsequent MDT meetings showed that the participating teachers then attended MDT meetings, verbalized assessment information, and verbalized recommendations more frequently. (Author/JDD)

Descriptors: *Conferences; Decision Making; *Disabilities; Elementary Secondary Education; *Interdisciplinary Approach; Intervention; *School Psychologists; Special Education; *Student Placement; *Teacher Participation; Teacher Role

ED289332 EC201293

Enhancing Success of Mainstream Elementary Special Education Students by Teaching Social Skills and Monitoring Behavior and Academic Progress.

Tillona, Salvatore
Mar 1986
101p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

Five elementary special education students were mainstreamed to a regular classroom for portions of their school day. A support team, consisting of the school psychologist, the principal, and the guidance counselor, was established to monitor their progress and provide assistance with both behavioral and educational problems. Peer tutors were provided to help each mainstreamed student with his/her academic skills, and lessons in social skills were also given. Results showed that the students were successful both socially and academically, and that the social skills lessons carried over to the classroom. Results also showed that the participating teachers had a positive attitude towards the mainstreaming experience. (JDD)

Descriptors: *Disabilities; Elementary Education; *Interpersonal Competence; *Mainstreaming; Peer Teaching; *Social Support Groups; Student Placement; Teacher Attitudes; *Transitional Programs; Tutoring

ED289331 EC201292

A Program Designed for Improving Listening Skills while Attending to Directions to Complete Assignments.

Yeckes, Shelley
1987
96p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

Six learning-disabled second-grade resource room students with auditory deficits had poor listening skills that inhibited their attention to directions and their accurate completion of assignments. Using a curriculum which incorporated visual, auditory, and kinesthetic modalities, the practicum project encouraged and motivated the children and involved them in listening drills and activities. The children were also instructed to repeat all directions given by the teacher and to maintain eye contact with the teacher. Several devices were used to measure and evaluate the students' behavior, including attention checklists, sticker charts, rewards, and assignment checklists. Results showed that the students had achieved success in increasing their attention, improving their listening skills, responding to the teacher's questions, accurately completing directed assignments, and accurately completing independent follow-up assignments. (Author/JDD)

Descriptors: *Attention Control; *Attention Deficit Disorders; *Behavior Modification; Grade 2; Intervention; *Learning Disabilities; *Learning Modalities; *Listening Skills; Motivation; Multisensory Learning; Primary Education; Student Behavior; Study Skills; Teaching Methods; Time on Task

ED289330 EC201291

Identifying Children in Grades 1-3 Who Are Gifted and Talented in Visual and Performing Arts Using Performance Rated Criterion.

Winter, Gwen W.
Feb 1987
131p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

The state of South Carolina enacted the Educational Improvement Act of 1984 which mandated the identification of young students gifted in the visual and performing arts. This practicum sought to effectively identify South Carolina children in grades 1-3 who were gifted and talented in art, music, drama, and dance. The program used an interdisciplinary approach with an array of criterion-based procedures, such as written forms, student interviews, and student auditions, that

(cont. next page)

were considered to be economically feasible, socially viable, practicable, and consistent with the legal mandate. The screening and evaluation process involved a nomination phase, an evaluation by art specialists who were on the school staff, and a rating by a panel of expert judges. The practicum identified 21 of 158 children (13%) as being gifted/talented, and achieved 98% agreement between art specialists' ratings and the experts' ratings. (Author/JDD)

Descriptors: Ability Identification; Criterion Referenced Tests; *Evaluation Methods; *Gifted; Primary Education; Screening Tests; State Legislation; *Talent; *Talent Identification; *Theater Arts; *Visual Arts

Identifiers: South Carolina

ED289118 CG020384

A Drop Out Prevention Program Utilizing Peer Group Counseling with Middle School Alternative Students.

Nenortas, Gint V.
Jul 1987
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

A dropout prevention program was developed to address the needs of middle school alternative students, those students who have been labeled as severely disruptive and who fall into the high-risk category for potential dropouts. Many of the students have a history of physical violence, abusive language, truancy, and police arrests or juvenile detention records. The program was designed to reduce absenteeism by 30%, increase self-esteem by 30%, and increase positive school attitude by 30% through the use of peer group counseling. The setting was a self-contained alternative program with a student-teacher ratio of eight to one. Eighteen students completed the program during its 10-month implementation period. An analysis of data compiled over that time showed a 14% decrease in truancy and a 16% average gain in self-esteem. There was a 26% positive gain in student attitudes toward school between pretest and mid-year test while all variables were constant. A comparison of the mid-year test and posttest results showed a 25% negative decrease in positive school attitude, influenced by an unexpected administrative and disciplinary code change at mid-year. The program was instrumental in uncovering a series of obstacles to the institution of peer group counseling within an alternative education program. (Author/NB)

Descriptors: *Attitude Change; *Behavior Change; Elementary Education; Elementary School Students; *High Risk Students; *Middle Schools; *Nontraditional Education; *Peer Counseling; Program Effectiveness; Self Esteem; Student Attitudes; Truancy

ED288868 SP029665

Increasing the Knowledge Base of Elementary School Teachers to Streamline the Psychological Referral Process.

Fisher, Barbara
1987
86p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88

This practicum was designed: (1) to familiarize elementary school teachers with pertinent measurement and evaluation concepts and tests; (2) to delineate the teacher's role in the referral process and to provide selection criteria to identify potential referrals more accurately; (3) to provide information on the interpretation of aptitude test data; (4) to maximize knowledge of the child's learning skills; and (5) to familiarize teachers with the role of the school psychologist. A discussion of the need for inservice training on the psychological referral process points out a perceived lack of knowledge in teachers of placement criteria, measurement and evaluation procedures, and pertinent statistical concepts. The results of a trial practicum with 66 elementary school teachers suggest that such training should become a part of the school psychologist's repertoire, particularly in dealing with school personnel. The appendices include a test item bank, some important measurement terms, important concepts in testing, and brief case histories. References are also included. (Author/JD)

Descriptors: *Counselor Teacher Cooperation; Elementary Education; *Elementary School Teachers; Inservice Teacher Education; Mainstreaming; *Referral; *School Psychologists; Student Evaluation; *Student Placement; *Testing

ED288639 PS016985

Establishing Early Childhood Workshops on Reducing Children's Vulnerability after Divorce: A Family Educational Program.

Schein, Sally
Jun 1986
141p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88
Target Audience: Practitioners

Implemented at a community center, this practicum developed an educational program which informed parents and teachers of ways to help children progress during and after divorce. Specific goals were: (1) to implement an educational program for parents, children, and teachers that focused on reducing the effects of divorce on children; (2) to sensitize parents

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

to the importance of their role and to discuss ways in which they could contribute to their children's development after divorce; (3) to establish a program for children of divorce which would assist them in resolving feelings which interfered with coping; and (4) to assist teachers in their work with children of divorced parents. Practicum evaluation data indicated that the intervention was effective. The text of the practicum report provides an extensive discussion of alternative approaches to the problem, a description of solutions chosen for implementation, and a report of action taken. Nine pages of references are listed. Related materials are appended, including a structured questionnaire for children and administration booklets for two versions of Burkes' Behavior Rating Scales. (RH)

Descriptors: Attitude Change; Behavior Change; *Children; Community Programs; *Divorce; *Emotional Adjustment; *Individual Development; Intervention; *Parent Role; *Teacher Role; Workshops

ED288638 PS016984

Developing a Learning-Teaching Styles Scheme to Improve Teaching Behaviors of College Child Development Student Interns.

Martin, Beverly Barber
1987
125p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88
Target Audience: Practitioners

Implemented in an urban community college's child development teacher training program, this practicum project addressed the problem of discrepancies between training and work environments. General goals of the practicum were: (1) to design a learning styles training format for preschool teachers; (2) to provide teachers with factual information about modality-based learning styles theory; (3) to train teachers to analyze their own learning styles patterns; and (4) to train teachers to assess their own teaching behavior. Seminars provided an introduction to personal values and beliefs about teaching, perceptual learning styles, and personality or temperament types as they are related to teaching behaviors with young children. Subsequent expansion of the intervention provided instruction on personality styles and the curriculum; field trips; and an audiovisual presentation. Practicum evaluation data indicated that participants increased in awareness and sensitivity toward individual style patterns; increased in respect for diversity in others; showed flexibility and variability in classroom teaching behaviors; and understood basic concepts of learning. A 32-item reference list is included. Related materials, including survey forms, workshop lesson plans, and an instructional unit on the implications of temperament styles for college teaching, are appended. (RH)

Descriptors: *Child Development; *Cognitive Style; Community Colleges; *Curriculum Development; Intervention; Personality; Preschool Education; *Preschool Teachers; *Teacher Behavior; *Teacher Education; Two Year Colleges

ED288628 PS016964

Integrating Computer Technology into the Field of Child Care through In-Service Workshops for University Day Care Staff and Teachers-in-Training.

Kozubal, Diane K.
Jun 1987
127p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88

The purpose of this practicum was to develop and implement a computer training series for early childhood professionals. Over a 10-month period, direct instructional presentations, scheduled lab periods for individual practice, and informal hands-on activities formed the framework for developing foundation skills. The skills involved were those needed for the general operation of a computer, the selection and use of software packages, the use of two computer languages, and the effective implementation of computer-related skills in child care sites. Upon completion of the workshop, a post-test survey tool was administered to determine changes in skill levels and achievement. (PCB)

Descriptors: *Computer Literacy; *Computers; *Day Care; Early Childhood Education; *Inservice Teacher Education; Staff Development; Teacher Workshops

ED288627 PS016963

Design and Construction of an Outdoor Playground To Meet the Developmental Needs of Infants and Toddlers.

Melius, Heidi Marie
1987
73p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88

This practicum involved the design and construction of an outdoor playground for infants and toddlers. The primary goal was to design and construct a playground scaled to the size and developmental needs of infants and toddlers. The second goal was to evaluate the overall playground in terms of contents, maintenance and usage. The third goal was to appraise the environment after its completion in order to identify infant and toddler play preferences, parental play preferences, and those areas of the playground which promoted

(cont. next page)

the most interaction between children. (Author/PCB)
Descriptors: Age Differences; *Construction (Process); *Design Requirements; Early Childhood Education; *Facility Planning; Infants; Play; *Playgrounds; Rating Scales; Toddlers

ED288626 PS016958
Improving Communication Skills of Childcare Workers in a Maximum Security Juvenile Detention Center.
Branca, Ronald A.
1987
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88
Target Audience: Practitioners

This practicum addressed the need to reduce the number of verbal altercations and consequent disciplinary actions occurring between detained youth and the child care staff at a maximum security juvenile detention center. Observations of verbal interaction between detainees and staff, pre-practicum testing, and staff's self-reports revealed poor communication among staff. Practicum goals were to: (1) reduce the number of unnecessary discipline actions resulting from poor communication skills; (2) improve listening skills of staff interacting with children; and (3) increase the overall quality of communication between staff and children. In addressing these goals, the practicum instituted a series of inservice training sessions which focused on understanding the goals of misbehavior, redirecting negative emotions, listening actively, modifying behavior, identifying ego defenses, communicating nonverbally, controlling anger, and handling special communication problems. Specific techniques included role playing, use of practice dyads and triads, and "homework assignments." Evaluation data indicated that during the implementation period the active listening skills of the staff improved by 35 percent; overall communication improved by 17 percent; and the number of verbal altercations between child care staff and detainees decreased by 20 percent. An unanticipated outcome was the ancillary staff's request for inclusion in training sessions.(RH)

Descriptors: Adolescents; *Child Caregivers; *Communication Skills; *Correctional Institutions; Delinquency; *Discipline; Inservice Education; *Listening Skills; *Program Improvement
Identifiers: *Juvenile Justice System

ED288169 CG020344
Group Counseling to Reduce Maladaptive Behavior and Enhance Self-Esteem in the Middle School.
Trumbull, Leon
Jul 1987
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR88

Counselors at one middle school would see the same students repeatedly for disruptive behavior in the classroom. The counselors' efforts did not appear to reduce these repetitive referrals. This study used group counseling to address the maladaptive behavior of the students and to improve their self-esteem. Students were selected by six teachers and two groups of eight students each received 12 sessions of counseling. The counseling sessions focused on self-esteem, communications, interpersonal relations, self-discipline, and values. Student behavior was measured with the Behavior Rating Scale (BRS) and the Teacher Report Form (TRF) of the Child Behavior Checklist at the beginning and at the end of the counseling sessions. The Coopersmith Self-Esteem Inventory was administered at the beginning and end of the practicum to measure changes in self-esteem. The results of the study were positive. Fourteen students completed the program. Thirteen students improved in adaptive functioning as measured by the TRF and 11 reduced maladaptive behavior as measured by the BRS. Nine student improved in self-esteem over the course of the program. The standard of achievement of a 20% reduction in maladaptive behavior and a 20% increase in self-esteem was not met for all students. (Author/NB)

Descriptors: Behavior Change; *Behavior Problems; Elementary Education; Elementary School Students; *Group Counseling; *Middle Schools; *Program Effectiveness; School Counseling; *Self Esteem; Student Adjustment; *Student Behavior

ED288014 CE048858
Development of a Comprehensive Recruitment Plan To Increase Enrollment and Retention at the Abbeville Career Vocational Center. The Emergence of Vocational and Occupational Education in America.
Crosby, Bobby L.
Apr 1986
55p.; Practicum paper, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEAPR88

An investigation focused on positive means of recruiting and retaining students needed to reach a goal of 200 students at the Abbeville Career Vocational Center (South Carolina). Two methods used to research pertinent data were a literature search and interviews with key persons who had experienced similar problems. Data were compiled to develop a comprehensive recruitment plan that would provide parents and students with information pertinent to the value of vocational education. This plan included materials, strategies, and timetables for implementation. It was reviewed and revised, and evaluative criteria were established to provide useful

(cont. next page)

feedback for improvement. (An appendix includes the recruitment and retention plan. It encompasses the formation of a recruitment committee, implementation of the plan using existing personnel and funds, and the major expenditures for the revision of the course booklets and transportation for student tours of the career center. Contents include information for a situation analysis, lists of goals and objectives, a marketing strategy, a recruitment/retention action plan, a public relations calendar, and information on controls evaluation.) (YLB)

Descriptors: *Educational Planning; *Enrollment; *Public Relations; *School Holding Power; Secondary Education; Student Recruitment; *Vocational Education; *Vocational Schools

ED287871 TM870593

Florida's SSAT, Part I: Dealing with Its Problems While Developing Instructional and Remediation Strategies.

Nichols, Diane B.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

1987

156p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR88

This practicum report is a structured account of efforts to improve student test scores and maximize the use of available test data in two rural Florida schools. This practicum was designed to evaluate the meaningfulness and use of Florida's State Student Assessment Test (SSAT) to teachers of second and third grade students. The SSAT is required at grades 3, 5, 8, and 11. The project focused on third grade tests in one large, rural elementary school. Students at this school were achieving 1% to 11% lower on the skills tested on the 1985 SSAT than other third grade students in the district. Comparison of 1984 and 1985 SSAT scores showed decreases in test scores, with the largest occurring in mathematics. Steps taken to improve this situation included inservice teacher training in test interpretation, test administration, and utilization of data. Curriculum guides were revised and new materials adopted. There was a decrease in the number of deficient areas on the SSAT, and scores increased over the previous year. Test data, conference evaluation forms, analysis materials, and instructional materials are included in the report. Over half of this document contains test items to be used for student review and practice. (MDE)

Descriptors: *Basic Skills; Curriculum Development; Grade 2 Grade 3; Instructional Materials; Material Development; *Minimum Competency Testing; Primary Education; *Remedial Programs; Scores; State Programs; *State Standards; *Testing Programs; Test Items; Test Use; *Test Wiseness

Identifiers: Florida; *Florida State Student Assessment Test

ED287805 SP029312

Identification of Topics for an Inservice Training Program for Special Education Professionals on the Control of Burnout. Societal Factors.

Jones, Joan

Feb 1987

45p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR88

A practicum on the control of burnout was developed for an inservice training program for special education professionals at Oxnard College (California). A review of current literature on the control of burnout was presented to an expert panel of special education faculty members who compiled a list of suitable topics for the practicum. Four major goals for inservice training were identified: (1) introduction of the concepts of burnout and tedium; (2) identification of work stresses commonly causing tedium and burnout in workers; (3) development of cognitive clarity in the distinction between two categories of stressful work features (those that are under the control of the individual and those that are not); and (4) development of tools for coping. (CB)

Descriptors: Community Colleges; *Coping; *Curriculum Development; Higher Education; *Inservice Teacher Education; *Special Education Teachers; Stress Management; *Teacher Burnout

ED287616 PS016962

Increasing Parent Involvement in the Learning Activities of Intermediate (Grades 4-6) Students.

Tomlinson, Ancelyn E.

1987

135p.; Ed.D. Practicum, Nova. University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR88

Target Audience: Practitioners

Conducted in a school serving mainly Hispanic children, this practicum implemented an intervention designed to increase parents' involvement in the learning activities of their children. Practicum goals were to: (1) increase parents' attendance at Parent Teacher Association (PTA) meetings; (2) increase parents' attendance at parent-teacher conferences; (3) improve and promote parents' consistent monitoring of their children's homework, ensuring the completion of 720 assignments; and (4) increase parents' participation as volunteers in and out of the classroom. To achieve these goals, a parent volunteer program was developed. By means of a

(cont. next page)

series of workshops, parents were informed of the importance of participating in their children's educational programs. Practicum evaluation data indicated that the parent volunteer program was a positive and successful experience for teachers and volunteers. All projected goals were achieved, namely, 80 percent of parents attended PTA meetings; 90 percent attended parent-teacher conferences; 90 percent of students completed 720 assignments; and 35 parents volunteered 1,225 hours of service. Related materials are appended. (Author/RH)

Descriptors: *Attendance; Cooperative Planning; Hispanic Americans; *Homework; Intermediate Grades; Paraprofessional School Personnel; Parent Influence; *Parent Participation; Parent Responsibility; *Parent School Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; Parent Workshops; Program Development; Records (Forms); Tutors; Volunteers; *Volunteer Training

Identifiers: *Monitoring; Parent Teacher Association

ED287615 PS016961

Listening Instruction: A Program for First-Grade Students.

Abelleira, Patsy G.
1987
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR88
Target Audience: Practitioners

Conducted at a Chapter 1 school serving mainly Hispanic and Black youth, this practicum developed a teacher-directed listening skills program for first grade students. The project goals were to provide auditory training and to increase proficiency in decoding skills. The listening skills program consisted of five components. The physiology of hearing was taught for 1 week. The science of sound was taught for 2 weeks. Listening rules for individuals and members of groups were taught for 1 week. Decoding skill was taught for 32 weeks as part of the reading instruction program. In addition, 4 weeks of instruction were provided in each of the following skill areas: following verbal directions, inferring word meaning, listening for details, listening for sequences, identifying the main idea, discerning fact and fiction, and identifying mood. The evaluation of the practicum indicated that all 38 of the participating students met stated objectives in decoding skills. Although some did not meet objectives for auditory training, positive growth was evident. Recommendations were made for further studies and programs. (RH)

Descriptors: *Auditory Perception; *Auditory Training; Aural Learning; Blacks; *Decoding (Reading); *Elementary School Students; Grade 1; Hispanic Americans; *Listening Comprehension; *Listening Skills; Primary Education; Program Development

---

ED287614 PS016960

A Plan to Establish Consistency in Classroom Management Procedures with Preschool Children.

Napoli, Richard A.
1987
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR88
Target Audience: Practitioners

In this practicum, a plan to establish consistency in classroom management was implemented in order to enhance the positive behaviors of preschool and kindergarten children. Participating in the project were 7 classrooms serving 149 preschool and kindergarten children. A total of 14 staff members received inservice training in operant conditioning techniques used to improve student behaviors such as taking turns, helping others, and following directions. Teachers and aides were taught to: (1) define and state operationally each behavior to be changed; (2) obtain a baseline or operant level of the behavior; (3) arrange the learning or treatment situation so that the desirable behavior would occur; (4) identify potential reinforcers; (5) shape and reinforce the desired behavior; and (6) maintain records of the reinforced behavior to determine whether response strength or frequency had increased. Evaluation data indicated that the entire staff followed the established process consistently. Most of the children's parents implemented a follow-up behavior management plan at home. Students exhibited substantially improved self-discipline. Students who had problems meeting competency standards on any of the behavioral items achieved success when parents implemented reinforcement methods at home. (RH)

Descriptors: *Classroom Techniques; Inservice Teacher Education; *Kindergarten Children; *Operant Conditioning; *Parent Participation; Parent Teacher Cooperation; *Preschool Children; Preschool Education; Primary Education; *Self Control

---

ED287613 PS016957

Strategies to Build Collaboration with Parents, Preschool and Public School Personnel to Reduce Academic Stress.

Hamlin, Barbara B.
Jul 1987
145p.; Ed.D. Practicum, Nova University. Portions of appended material contain marginally legible print.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR88
Target Audience: Practitioners

The Children's Center, a combined public and private day

(cont. next page)

care center in Connecticut, was the site of a practicum intervention which was rooted in the belief that day care centers have the responsibility to defend childhood, link preschools and public schools, and engage in political advocacy for children. Major goals of the intervention were to: (1) increase the number and quality of parent-staff contacts; (2) improve parent participation; (3) improve parent and staff understanding of developmental programing; (4) form an Early Education Council (EEC) to bridge the work of preschool and public school communities; and (5) build political advocacy to address child care needs. Evaluation data indicated that staff-parent contacts improved by almost 50 percent. Most parents approved the continuation of weekly meetings for an additional year. Staff extended their on-site training by conducting more workshops. The EEC recognized the need for mutual support and cooperation; planned to continue for another year; and aimed to help special needs children and lessen academic stress by providing additional developmental programs. Appendices provide related materials, which include parent survey and questionnaire forms. (Author/RH)

Descriptors: *Child Advocacy; *Cooperation; Coordination; *Day Care; Developmental Continuity; *Developmental Programs; Early Childhood Education; *Networks; *Parent Participation; Questionnaires; School Responsibility

ED287583 PS016903

Improving Achievement, Behavior, and Parent Involvement for Middle School Students through a Behavior Management Program.

Anderson, Stanley D.

1987

98p.; Practicum Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR88

Target Audience: Practitioners

This practicum was designed to enhance methods and procedures used with 15 low-achieving, disinterested, and disruptive seventh grade students assigned to a middle school's alternative education program. The primary goal of the practicum was to increase students' responsibility for their own actions and their attention to learning. A secondary goal was to increase parent support and involvement with their child and the school. To achieve these purposes, a programmed behavior management system, called the Student Help and Reinforcement Program (SHARP), which included the use of reinforcement agents and motivational techniques, was developed and implemented during a 12-week period. Employing reinforcement agents and motivational techniques, the program involved treatment contracts, home contingency contracts, daily report cards, and homework records. Results indicated that a systematic behavior management approach incorporating positive reinforcement techniques and parental involvement can be effective in reducing inappropriate behavior and improving academic achievement. Fifteen appendices contain the questionnaire and related materials. (Author/RH)

Descriptors: Academic Achievement; Behavior Modification; *Behavior Problems; Elementary Education; Grade 7; *Junior High School Students; Middle Schools; Motivation Techniques; *Nontraditional Education; *Parent Participation; Questionnaires; Student Behavior; *Student Improvement; Student Responsibility; *Underachievement

ED287535 JC870470

Peer-Teaching and the Utilization of Students as Laboratory Teaching Aids to Improve Class Performance.

Vasiliauskas, Jura B.

1987

37p.; Ed.D. Practicum, Nova University

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAR88

A study was conducted at the College of DuPage in Illinois to find out if peer-teaching and the utilization of students as laboratory aids could improve class performance, personalize instruction, and benefit the student. Two classes of highly motivated comparative anatomy students and two classes of less motivated second semester general biology students were involved in the experiment; one comparative anatomy class and one general biology class served as the experimental groups while the other two served as the controls. Both control groups were taught using the conventional method of laboratory instruction, involving a lecture-introduction and a demonstration on how to direct and to find the parts involved in the study, with the instructor providing individual help whenever possible. In addition, the experimental classes included direct peer involvement in teaching and learning of the assigned materials. For each class, a mean score and a standard deviation was computed for each individual unit examination, and students in experimental classes were asked to indicate their likes and dislikes of peer-teaching. Analyses of examination scores indicated that peer-teaching did not improve significantly the class performance of either group. However, student responses showed that the method gave greater insight into the subject and promoted fellowship among the classmates. (Author/UCM)

Descriptors: *Academic Achievement; College Science; Community Colleges; Comparative Analysis; *Peer Teaching; School Surveys; *Science Instruction; *Student Attitudes; *Teaching Methods; Two Year Colleges; Two Year College Students

DIALOG File 1: ERIC _ 66-92/FEB.

ED287068 CE048616

Determining Subject Matter Content for Military Supervisors' In-House Training on Control of Burnout. History, Philosophy, and Practices of Adult Education.

Torbert, James Brison
Sep 1987
52p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAR88

A study was undertaken to identify appropriate subject matter for an inhouse training seminar to help military supervisors control their feelings of burnout. Current literature in the field of professional and worker burnout was reviewed to identify potential topics for inclusion in the seminar. Next, 6 experts from the Phoenix (Arizona) National Guard were asked to rate 40 topics pertaining to burnout and burnout prevention that were identified in the literature review. All topics that received a rating of 3.5 or higher (on a 5-point Likert-type scale) were included in the seminar outline. The experts surveyed indicated that a self-evaluation sheet on burnout should be included as an exercise in the seminar. They also rated the following topics as important for inclusion in the seminar: stress management, psychological effects of burnout, burnout prevention techniques, problem-solving techniques to prevent burnout, survival skills in combating burnout, symptoms of burnout, the concepts of positive living, time management techniques, and the key components of initiating motivation. A course outline and self-evaluation worksheet were subsequently developed and are attached to this report. (MN)

Descriptors: Adult Education; *Burnout; *Course Content; *Inservice Education; *Military Personnel; *Military Training Postsecondary Education; *Supervisory Training

ED286646 PS016857

Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.

de Armas, Maria P.
1987
90p.; Ed.D. Practicum, Nova University. Appended newsletters contain marginally legible print.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB88
Target Audience: Practitioners

To improve conditions at a nonprofit day care center serving low-income, mainly non-English-speaking families, this practicum addressed the need of recently immigrated parents to

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

increase their knowledge of child development and available community resources. A total of 52 Hispanic parents were given materials at an information distribution area of the center and also received a monthly newsletter. Responses to questionnaires designed to evaluate increases in parents' knowledge indicated that most participants felt that their knowledge of child development and community agencies had increased. Appendices provide related materials, including a transcript of an interview with the center director which was designed to identify problems; the parent evaluation questionnaire, in English and Spanish versions; histograms of parents' responses to evaluation questions; a list of community resources; and sample copies of newsletters, also in English and Spanish. (RH)

Descriptors: *Community Resources; Day Care Centers; Early Childhood Education; *Immigrants; *Individual Development; *Information Dissemination; Low Income Groups; Newsletters; *Parents; *Spanish Speaking

ED286608 PS016799

Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.

Rose, Madeline
1987
135p.; Ed.D. Practicum, Nova University. Portions of appendices contain small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB88

Age-appropriate activities for children and curriculum guidelines for mothers operating family day care homes for infants and toddlers were developed with the goal of improving the quality of day care programming. Curriculum goals were to (1) facilitate children's achievement of self-identity and self-esteem; (2) provide an outlet for creative expression; (3) design learning experiences which would help children process information; (4) create a social environment which would facilitate social interaction; (5) provide and sequence experiences designed to help children develop fine and gross motor skills; and (6) offer opportunities for self-selected activities. Family day care home staff implemented and evaluated the training program. Basic principles of the curriculum were applied in a program for 2-year-old children who were receiving care in a preschool. Curriculum concepts were shared with a network of coworkers. It was concluded that the program was well received by caregivers. Children in home care enjoyed the activities. Appendices provide guidelines for presenting the caregiver training program, a form for program monitoring, a developmental checklist, an individual development chart, the infant/toddler curriculum framework, a daily schedule for family day care homes, activity cards for indoor and outdoor group activities and guided-choice activities, a diagram of learning centers in a double classroom, a daily schedule for child care centers, a sample menu, and a form for reporting children's progress. (RH)

Descriptors: *Curriculum Development; *Developmental Continuity; Early Childhood Education; Educational Quality; *Family Day Care; Guidelines; *Infants; *Learning Activities; *Toddlers

Identifiers: Program Monitoring

ED286533 IR052148

An Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.

Cubberley, Carol W.
5 Jan 1985
14p.; Doctor of Arts in Information Science Practicum, Nova University. Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB88
Target Audience: Researchers; Media Staff; Administrators; Practitioners

This report describes a study of the use of science and technology books and journals in an academic library which was conducted to ascertain whether journal use can be predicted by book circulation figures. The study background and significance are discussed, terms are defined, study limitations are considered, and basic assumptions are explained. A discussion of data collection procedures describes the determination of the number of uses of books and journals per week during a 12-week period, which was done by recording circulation figures reported by the CLSI automated circulation system for books, and by counting the bound journal volumes as they were reshelved. The average number of uses per journal title was then compared to the stress figure for book circulation in specific subject classifications. An analysis of data using the Spearman rank order technique indicated a moderately high positive correlation between book stress and journal use, and it was concluded that it would be feasible for librarians to use book circulation data to determine the most heavily used areas of the collections, and use this information in the selection process for journals. Further studies such as a parallel count of the use of journal volumes on microform and a use survey of unbound and current volumes are also suggested. Rankings of stress and use are presented in tabular form, and the correlation between book stress and journal use is depicted in a graph. Two references are provided. (KM)

Descriptors: *Academic Libraries; *Books; Higher Education; *Library Circulation; Library Collection Development; Library Collections; Library Material Selection; *Periodicals; *Scientific and Technical Information; Statistical Analysis; User Needs (Information); Use Studies

DIALOG File 1: ERIC _ 66-92/FEB.

ED286532 IR052147

An Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.

Cubberley, Carol W.

[1983

21p.; Doctor of Arts in Information Science Practicum, Nova University. Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB88

Target Audience: Media Staff; Administrators; Practitioners

This report describes a use study designed to facilitate the selection of books that will be needed and used by identifying heavily used subjects and publishers in an academic library's collection of nursing books. Discussions include the study background and significance, study limitations, and basic assumptions. In addition, the procedures for data collection are described, including an inventory of the entire collection of 522 nursing books to ascertain their availability for use; the identification of classifications with average circulations higher than the average for the entire collection; and the analysis of publishers to determine those whose books circulated heavily. Based on the findings of this examination, it was considered prudent to purchase all the nursing output of those publishers who most frequently publish nursing books and to purchase duplicates in those classification areas which receive heavy circulation. It was also decided to test the significance of the study findings by monitoring the use of the books purchased as a result of the study and to conduct a user survey to determine user perceptions of collection adequacy. In addition, the use of Spearman rank order correlation to compare sample analysis with complete set analysis indicated that sampling would not be an acceptable technique for examining collections of this size. Statistical results are presented in three tables, and eight references are provided. (KM)

Descriptors: *Academic Libraries; *Books; Higher Education; *Library Circulation; *Library Collection Development; *Library Collections; Library Material Selection; *Nursing; Publishing Industry; Statistical Analysis; User Needs (Information); Use Studies

ED286206 CS210817

Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.

Hernandez, Ada B.

1987

91p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB88

Lack of motivation to complete writing tasks leaves students unable to perform according to grade level expectations or to demonstrate mastery of school district objectives. To address this problem, a practicum involved 30 fifth grade students in a 36-week writing program using the process writing method. The goals of the practicum were as follows: (1) to improve the students' performance by having at least 65% of the students show an improvement in their writing skills scores; (2) to increase the students' interest and enthusiasm toward writing activities; and (3) to increase parent awareness of the effectiveness of process writing in improving students' writing skills. The program entailed encouraging students to write without regard to grammar restrictions and sentence structure, and using a holistic type of evaluation to grade their work. Results indicated that 70% of the students improved their writing scores notably and 80% of the students showed a marked improvement in their confidence and enjoyment of writing. Of the participants' parents, 93% were satisfied with the writing instruction their children were receiving and felt that their children had benefited by participating in the program, and 96% were satisfied with their children's progress using the process writing method after the program was completed. (Twenty-seven references and six appendixes containing questionnaires and evaluative materials are included.) (SKC)

Descriptors: Attitude Change; Grade 5; Holistic Evaluation; Intermediate Grades; Parent Attitudes; Practicums; *Process Education; Student Attitudes; Teaching Methods; Technical Writing; Writing Evaluation; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills

Identifiers: *Writing Attitudes

ED286168 CS008937

Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.

Levine, Sally F.

Jul 1987

184p.; Ed.D Practicum, Nova University.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB88

Target Audience: Teachers; Practitioners

Noting that elementary school teachers in a large school near a major U.S. city often had difficulty motivating non-native students and increasing their language arts abilities due to lack of information concerning the students' home environments and cultural values, this practicum examined the need to address differences in cultures and values between the elementary school faculty and that of the student and

(cont. next page)

parent population. The introduction offers information about the school and the author's responsibilities as a reading specialist at the school. Chapter 2 contains a study of the problem, focusing in particular on the type of value conflicts faculty had experienced, and an analysis of the related literature. Chapter 3 outlines anticipated outcomes, such as improved student motivation and language arts skills, increased parental and community involvement, and improved teacher understanding of their students' cultures. The chapter also describes evaluation instruments. Chapter 4 offers a solution strategy and contains a report of the action taken, including having non-native speakers address second grade classes, and developing lessons surrounding the speakers' information. Chapter 5 contains results, conclusions, and recommendations, specifically that the program be implemented in all grades, evolving through the grades, into more complex concepts and materials. (Appendixes include letters, language arts scores, evaluations of student motivation, a faculty quiz, a multi-cultural language arts program guide, a faculty appraisal, and parent evaluations.) (JC)

Descriptors: Class Activities; *Cultural Differences; *Culture Conflict; *Curriculum Development; Curriculum Enrichment; Elementary Education; English (Second Language); *Language Arts; Minority Groups; Reading Improvement; Reading Instruction; Reading Research; Reading Skills; Student Motivation; Teacher Student Relationship; Values

Identifiers: Nova University FL

ED285945 UD025739

Development and Implementation of a Plan for Improving Classroom/School Behavior in an Inner City School. Practicum Report.

Deane, Agnes S.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

1986

63p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN88

This report describes the development and implementation of a program to assist new teachers at an inner-city school in feeling more comfortable and competent working with their students. The hypothesis was that through this competence, more opportunities for student learning would take place. The report is divided into five sections. Section 1 describes the community of the elementary school where the practicum was implemented. Section 2 describes the problems faced by beginning teachers at inner city schools and presents an overview of literature on this topic. Section 3 outlines the anticipated outcomes and evaluation instruments of the program strategy. Section 4 describes how the strategy was carried out through a series of in-service sessions, classroom observations, and conferences with the new teachers. Section 5 presents results, conclusions, and recommendations. The plan resulted in an increase in self-confidence in the new teachers, less disturbance for fellow teachers, and improvement in students' classroom behavior and learning. Three recommendations are presented: (1) new teachers to an inner-city school should establish some rapport with an experienced teacher; (2) anyone assisting the teacher should preferably be from another school with a similar population; and (3) several observations should be set up for the new teacher so he or she can see what really needs to occur in a classroom. Development, implementation, and evaluation materials are appended. (KH)

Descriptors: Black Students; *Cultural Differences; Elementary Education; *Inservice Teacher Education; Social Differences; *Teacher Attitudes; *Teacher Improvement; *Teacher Student Relationship; *Urban Schools

ED285707 RC016361

LILAC: A Program Enabling Primary-Age Spanish-Dominant Children to Learn the Language of Instruction.

Adams, Brian F.

1987

170p.; Ed.D. Practicum Report, Nova University. Appendix 1 contains light print.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN88

Target Audience: Practitioners

A school on Florida's west-central coast was selected as the site for the Language Intensive Lab Accelerated Classroom (LILAC) program which was developed to address the need for a county-wide, objective-based educational program for non-English proficient (NEP) and limited-English proficient (LEP) Hispanic children in grades K-2. The number of enrolled children fluctuated around 28, with children being integrated into the normal curriculum as soon as they were ready. Instruction focused on language experiences in English, with emphasis placed on readiness concepts for success in the regular classroom and instructional mode, and conformed to the basic English for Speakers of Other Languages (ESOL) philosophy. Evidence showed that 93.75% of enrolled children raised their IDEA Oral Language Proficiency Test score by at least one level. In April 1987, the school agreed to apply to the State of Florida for funding, through a formula tied to "Drop Out Prevention." This funding would permit the employment of dedicated staff members. In 1987-88, the LILAC program will expand to include grades K-8. Appendices include references, language proficiency classifications (including identification, evaluation, and entry/exit criteria), sample lesson plans, data and status reports, and a chronology of events. (JMM)

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Descriptors: Academic Achievement; Bilingual Education; Dropouts; Educational Finance; Educational Philosophy; *English (Second Language); *Hispanic Americans; Immersion Programs; Language Proficiency; *Language Skills; *Limited English Speaking; Mainstreaming; Migrant Education; Multicultural Education; *Non English Speaking; Primary Education; *Program Effectiveness; Readiness; Resource Teachers; Skill Analysis; Spanish Speaking; Student Placement Test Norms

Identifiers: Florida; Oral Proficiency Testing

ED285293 EA019657

Improving Elementary School Students' Bus Behavior through a Driver and Student Training Program.

Richardson, Donald M.
1986
139p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN88
Target Audience: Administrators; Researchers; Practitioners

This practicum report analyzes a driver and student training program developed at an elementary school to improve students' bus conduct. Seventy percent of students require transportation by school bus. Except for chronic bus misconduct, discipline has not been a school concern. It was hypothesized that the lack of a comprehensive program addressing conduct improvement primarily accounted for the problem. This was supported by studies showing improvement with classroom student training. The practicum's goals were as follows: (1) to reduce the number of bus misconduct referrals from the previous year; (2) to increase bus driver utilization of effective strategies in behavior management and bus patrol; and (3) to develop student awareness (in grades 4-6) of the link between bus conduct and safety. The school implemented training programs for drivers and for students during classroom sessions with teachers. Results, which were evaluated by referral records and surveys of drivers and students, include the following: (1) bus referrals decreased, depending on infraction, by 50 percent to 61 percent--a substantial improvement in student behavior; (2) the majority of drivers surveyed correctly identified the effective strategies discussed in training; and (3) 80 percent of students correctly identified ridership responsibilities. Teachers, who valued including the training in classrooms, planned on continuation. Conduct improvement is attributed to participants' sense of involvement in the solution process. The report concludes with recommendations for elementary schools and with further program plans. Appendices provide survey instruments and an implementation calendar. (CJH)

Descriptors: *Behavior Problems; Change Strategies; Discipline; *Driver Education; Elementary Education; Participation; Problem Solving; Program Development; Program Effectiveness; *Safety Education; *School Buses; School Surveys; *Student Improvement; Student Responsibility; Student School Relationship; Teacher Student Relationship; *Training Methods

Identifiers: *Bus Drivers

ED284726 SE048269

Training and Utilizing Volunteers as Docents to Assist in the Nova Cedargrove Children's Museum.

Hughes, Donna J.
1986
137p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87
Target Audience: Practitioners; Researchers

This document reports on a doctoral-level practicum designed to train volunteers as docents to assist in the programs of the NOVA Children's Museum located on the Cedargrove School campus (Covina, California). Docents were found to be essential for more in-depth science learning to take place during hands-on museum experiences which promote the inquiry method of learning. The goals of the project were to: (1) increase the use of volunteers as docents by conducting training sessions in the science skills and concepts represented in the museum; (2) provide the opportunity for kindergarten through fifth grade students from the local school district to manipulate/use a multitude of science materials exhibited in the museum with a pullout program; and (3) increase the amount of knowledge gained in specific areas of scientific exploration by the students in the museum. Results indicated that all of the participants in the docent training sessions regarded the inservice training as valuable, informative, and beneficial in their work in the museum. In addition, 100% of the 290 students involved in the NOVA program attended the regularly scheduled visits/classes, and the students did increase their scientific knowledge. (Author/TW)

Descriptors: Community Resources; Elementary Education; Elementary School Science; *Experiential Learning; Inquiry; *Inservice Education; *Museums; School Community Relationship Science Activities; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Science Teaching Centers; *Volunteer Training

Identifiers: *Docents

ED284691 PS016783

A Music Program for Training Head Start Teachers Using a Sequential, Cognitive, Developmental Process with Pre-school Children.

Brodhecker, Shirley G.
1987

(cont. next page)

136p.; Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87
Target Audience: Researchers; Teachers; Administrators; Practitioners

This practicum report addresses the need to supply Head Start teachers with: (1) specific preschool music objectives; (2) a sequential preschool developmental program in music to match the child's cognitive level; (3) how to choose instructional material to encourage specific basic school readiness skills; and (4) workshops to accomplish these objectives through music activities. Data gathered from surveys and questionnaires indicated that the music education background of Head Start teachers varied greatly, and that teachers had no clear goals for preschool music learning. Three all-day workshops were conducted. The first workshop focused on interpretive movement through music, and included rhythm and movement activities, songs, and chants. The second workshop involved activities in which children used percussion and bar instruments. The third workshop combined movement and rhythm activities and the use of instruments to develop motor and language skills. Information on the use of the autoharp was also provided in the third workshop. Nine on-site training sessions were conducted in which teachers practiced skills learned in the workshops. Pretests and posttests were administered. These indicated that after the workshops and training sessions, teachers' music knowledge increased and teachers' music lesson presentations improved. (Author/PCB)

Descriptors: Child Development; Developmental Stages; *Movement Education; *Music Activities; Musical Instruments; *Music Education; *Preschool Children; Preschool Education; Songs
Identifiers: Project Head Start

ED284690 PS016782
Increasing Awareness of Child Find for Preschool Children through Videotape Presentations at Community and Day Care Centers.
Operach, Paul M.
1987
60p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87

Child Find is the name of a public school outreach effort to identify 3-, 4- and 5-year-old children in need of supportive services. This practicum addressed the need to extend Child Find activities in an urban setting. The goals of the practicum were to (1) expand the Child Find effort using an existing program, (2) develop a videotape about Child Find for use in the community, and (3) communicate the importance of Child Find to community members. Fifteen professionals and 52 community members took part in the practicum. All participants attended presentations, which included a showing of the videotape, and completed a questionnaire designed to assess responses to the videotape. The outcomes of the practicum indicated increased awareness and knowledge of the Child Find process and of the public schools' programs. The videotape and discussions stimulated interest and curiosity. (Author/PCB)

Descriptors: Community Surveys; Disabilities; Handicap Identification; *Outreach Programs; *Preschool Children; Preschool Education; Public Schools; School Community Relationship; *Screening Tests; *Social Services; *Urban Areas ; Videotape Recordings
Identifiers: *Child Find; *Special Needs Children

ED284689 PS016781
A Program to Incorporate High-Order Thinking Skills into Teaching and Learning for Grades K-3.
Robinson, Irene S.
1987
110p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87

This practicum was designed to organize and implement an effective thinking skills program to enhance higher-order thinking in children. The program's goals were (1) to provide a series of in-service training sessions designed to improve participants' teaching skills and motivate participants to use various teaching strategies in order to bring about positive changes in the thinking processes of students; (2) to use the Junior Books program to further assist third grade children in thinking interpretively; and (3) to encourage teachers to practice in class effective teaching models that enable children to think on higher levels of complexity. The 18 teachers who participated in the implementation attended all in-service sessions, developed effective strategies for teaching thinking skills, and held positive attitudes toward the thinking skills program. In addition, the 78 participating third grade students showed positive gains on all levels of Bloom's Taxonomy of Educational Objectives. (PCB)

Descriptors: *Cognitive Processes; *Creative Thinking; *Critical Thinking; Grade 3; *Inservice Teacher Education; Primary Education; Teacher Effectiveness; *Teacher Workshops; Teaching Methods
Identifiers: Blooms Taxonomy; *Higher Order Skills; Junior Great Books Program; *Thinking Skills

ED284670 PS016719
A Project to Help Child Development Students Recognize Piagetian Developmental Stages.
Husmann, Ann
May 1985
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87
Target Audience: Teachers; Practitioners; Students

This practicum report was designed to help child development students differentiate between the preoperational and concrete operational stages of the Piagetian cognitive hierarchy. The 36 on-campus and 63 instructional television students used a Piagetian Game booklet, which is included in the appendix. Using this booklet, students were able to compare their observations and their subjects' responses to a checklist of characteristics typical of preoperational and concrete operational thought. Students used the booklet successfully and were generally enthusiastic about the practicum. A 35-item reference list and five appendices are included. (PCB)

Descriptors: *Child Development; *Developmental Stages; Early Childhood Education; Higher Education; Instructional Materials; *Piagetian Theory; *Teacher Education Curriculum; Teaching Guides; Young Children
Identifiers: *Concrete Operations; *Preoperational Thought

ED284616 JC870345
Development of a Questionnaire in Order To Identify Test Anxiety in Nursing Students.
Carraway, Cassandra Todd
Feb 1987
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87
Target Audience: Teachers; Counselors; Practitioners

It has been repeatedly demonstrated that persons who experience a high degree of test anxiety also experience decrements in performance in evaluative situations. A study was conducted to develop a test anxiety questionnaire for student nurses in order to identify test anxiety. A 40-item, self-report questionaire was developed by two panels of experts composed of nursing faculty at Los Angeles Valley College (LAVC) and was deemed appropriate by the panel for the identification of test anxiety. The final draft of the questionnaire was administered twice to 50 second-year nursing students at LAVC in a test/retest procedure. The results indicated that there were 15 students (30%) in the "Low Anxiety" range, 25 students (50%) in the "Moderately Low Anxiety" range, 10 students (20%) in the "Moderately High Anxiety" range, and no students in the "High Anxiety" range. The expert panels agreed that the questionnaire did possess face validity, and that the statistical analysis of the data indicated a strong positive correlation and reliability of the questionnaire. It was recommended that: (1) the study should be shared with the entire nursing faculty, the dean of vocational education, and the district office; (2) the questionnaire should be retested by all the nursing students; (3) the nursing students should critique the questionnaire for clarity; and (4) information on the identification and treatment modalities on test anxiety should be given to the entire nursing faculty. Appendices include questionnaire scoring instructions, panel ratings, the questionnaire, and student consent form. (EJV)

Descriptors: College Students; Community Colleges; Nursing Education; Personality Measures; *Questionnaires; Student Reaction; *Test Anxiety; *Test Construction; Testing; *Testing Problems; Test Reliability; Two Year Colleges

ED284615 JC870344
Identification of Topics for a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program. Curriculum and Program Planning Seminar.
Carraway, Cassandra Todd
Feb 1987
51p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC87

The Garvey School District in Rosemead, California, received a grant from the Los Angeles County Office of Education to implement a Primary Prevention Program for child abuse and neglect. In order to implement the program, the District's Child Abuse Advisory Board was charged with the responsibility of developing suitable topics for a Teacher Training and Resource Manual. A list of topics compiled from a review of the literature was analyzed, discussed, and approved. The selected topics included the following: (1) the definition of a "Primary Prevention Program" (i.e., a training and educational program for children directed at preventing the occurrence of child abuse and at reducing the general vulnerability of children); (2) major goals of the program (i.e., to provide training sessions in the area of child abuse prevention to students, staff, and parents); (3) physical and behavioral indicators of child abuse, including physical abuse, physical neglect, sexual abuse, and emotional maltreatment; (4) the Garvey School District Board's policy on reporting child abuse; (5) cultural considerations related to the child-rearing practices of Hispanics and Asians; (6) supportive intervention techniques to be used by teachers; and

(cont. next page)

(7) community resources. (EJV)

Descriptors: *Child Abuse; *Child Neglect; *Child Welfare; Literature Reviews; *Prevention; *Resource Materials; Teacher Responsibility; Teacher Student Relationship; *Teacher Workshops

ED284141 CG020074

The Role of Student Affairs Personnel in Curriculum Planning in the Community College Curriculum.

Freas, Howard J.
Apr 1987
53p.; Ed.D. Practicum, Nova University.
Available from: Howard J. Freas, Bucks County Community College, Newton, PA 18940 ($3.00; quantity discount).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEDEC87

The assumption was made that student affairs professionals are not used in, or only play a minimal role in, the curriculum planning process in community colleges. The 14 community colleges in Pennsylvania were contacted to evaluate the role of student affairs professionals in curriculum planning in these colleges. The results indicated that the student affairs professionals had a minimal role. The literature review suggests that curriculum planning models either do not exist in community colleges or are poorly defined. Since a curricular planning process is needed at Pennsylvania's Bucks County Community College, a process model based on Hunkins (1980) was proposed. The recommendations include: (1) adopting a curriculum planning model that would be used to develop and establish a college-wide curricular philosophy and curriculum; (2) basing the curriculum planning model on the Hunkins model; (3) appointing a chief curriculum officer charged with implementing the model; and (4) changing the chief curriculum officer role to involve all segments of the college in the planning process, paying particular attention to the expertise available in the student affairs sector. (Appendices include survey letters and a list of colleges surveyed.) (Author/ABL)

Descriptors: *College Curriculum; *Community Colleges; *Curriculum Development; Higher Education; *Student Personnel Workers; Two Year Colleges
Identifiers: Pennsylvania

ED284103 CG020036

Increasing Parent Satisfaction of Children's Therapy through an Audio-Visual Investigation of Reactions to Children's Aggressive, Assertive or Passive Anger Responses.

Anderson, Fay B.
1987
134p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEDEC87

This document presents a practicum designed to address the problems encountered when a child in nondirective play therapy becomes able to express emotions and parents, unable to accept their child's new expressions of anger, withdraw the child from therapy at a time when he or she is most vulnerable. The development and implementation of a program to reduce the incidence of unexpected and premature withdrawal of children from individual therapy is described. A strategy is discussed in which parents: (1) listened to audiotapes of children reacting angrily in three different ways (passively, aggressively, assertively), followed by supportive/assertive parent-model responses; (2) rated how angry they would be if their child made such a response; and (3) volunteered to record child-anger occurrences at home. An evaluation of the program is discussed which showed that parents favored assertive child-anger responses over aggressive or passive ones, but that children who viewed videotapes of child models responding assertively to anger provocations felt unable to accept such behavior as their own. It is recommended that directive child training be offered in the presence of parents. The report concludes that, following the program, the incidence of children remaining in therapy beyond the period of vulnerability increased. Relevant program materials, including eight vignettes from the audiotape script in which children give assertive responses, are appended. (Author/NB)

Descriptors: Aggression; *Anger; Assertiveness; *Children; Coping; Emotional Adjustment; Emotional Response; Family Problems; *Parent Attitudes; *Parenting Skills; Personality Problems; *Play Therapy; Psychotherapy; *Termination of Treatment

ED284102 CG020035

Increasing Elementary School Parent(s) Implementation of Academic and or Social Recommendations from Psychological Evaluations by Utilizing a Three Stage Telephone Follow Up Process.

Carlucci, John P.
1987
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC87

This document describes a practicum designed to increase elementary school parents' implementation of academic and/or social skills recommendations from a school psychologist who performed psychoeducational evaluations. It notes that, when students were referred to the school psychologist, the psychologist would perform an evaluation, interpret results to parents, and make recommendations. Documentation is presented

(cont. next page)

showing that many parents did not implement the recommendations. A strategy chosen to increase parent compliance is described in which the school psychologist convened a post-evaluation conference; made three telephone follow-up contacts at 6, 8, and 10 weeks after the original conference; and mailed a parent opinion questionnaire to parents 12 weeks after the original conference. An evaluation of this follow-up procedure is presented which found that: (1) 80% of the parents implemented 76% of the academic recommendations; (3) all parents implemented 50% of the social skills recommendations; and (4) all parents responded positively to 93% of the items on the parent questionnaire. The Parent Opinion Questionnaire and other relevant materials are appended. (Author/NB)

Descriptors: Academic Achievement; *Behavior Problems; Elementary Education; *Elementary School Students; Interpersonal Competence; *Learning Problems; *Parent Participation; Parent Role; Parent School Relationship; Psychological Evaluation; *School Psychologists; *Skill Development; Student Needs; Student Problems

ED284101 CG020034

Increasing Parent Knowledge of Extra-Familial Child Sexual Abuse through Development and Implementation of a Parent Program.

Bernbaum, Barbara Susan
1986
250p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC87

This document describes a practicum designed to address the needs of the parents of children who have experienced extrafamilial sexual abuse. It notes that, in cases of extrafamilial child sexual abuse, services are directed toward the child and that the neglect of the parents may exacerbate the child's stress. The practicum is aimed at: (1) increasing parents' knowledge of myths about child sexual abuse, sexually abusive behavior, behavioral indicators of child sexual abuse, and effects of sexual abuse on family members; (2) understanding how parental reactions to child sexual abuse affects parents and families; (3) giving parents an opportunity to express feelings about the abuse; (4) building parental self-esteem and competency by learning child behavior management and safety strategies; (5) reducing parental stress and increasing coping skills; and (6) decreasing parental sense of being alone. The 8-week Parent Program developed and implemented to meet these goals is described. Evaluation results are discussed in which 100% of program participants responded affirmatively to almost every goal. The intensity of the group process and the unwillingness of the parents to separate at the practicum conclusion are indications of a need much greater than originally anticipated. The report concludes that the self-directed continuation of the parent group confirms that treatment must recognize the needs of both child and parent victim. The program curriculum and related materials are appended. (Author/NB)

Descriptors: *Child Abuse; *Emotional Adjustment; Emotional Response; Group Counseling; Parent Attitudes; Parent Child Relationship; *Parent Counseling; Parent Education; Parents; Self Esteem; *Sexual Abuse; *Social Support Groups; *Stress Management

ED284044 CE047870

A Study of the Physiological Factors Affecting the Nature of the Adult Learner in the Phoenix Air National Guard.

Torbert, James Brison
May 1987
40p.; Practicum paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEDEC87

An investigation reviewed current literature in the field of physiological factors affecting the adult learning environment. These findings were compared to the academic learning environment at the Phoenix Air National Guard. The end product was a set of recommendations for management to implement in order to improve the learning climate for the Phoenix Air National Guard members. It was found that the effects of aging (loss of vision, reduction in hearing discrimination, and slower reaction times) influence the learning ability of Air Guard members. The classroom survey showed that several rooms need additional insulation, more lighting, and better air conditioning. Recommendations centered around annual physical examinations for all employees over the age of 40, the need for the initiation of repair orders for physical plant corrections, and the need for management in general to analyze carefully the physiological factors affecting learning and to incorporate changes that would improve the opportunities for learning by all Air Guard employees. (YLB)

Descriptors: *Academic Ability; Adult Education; *Adult Learning; *Aging (Individuals); *Classroom Design; *Classroom Environment; Educational Environment; *Educational Facilities Educational Research; Military Personnel; Military Training

Identifiers: Air National Guard; Arizona (Phoenix)

ED283617 PS016689

Beyond the Classroom: Preparing Teaching Professionals to Advocate for Themselves and Others. A Beginning.

DeHardt, Susanne M.
1986
129p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV87
Target Audience: Teachers; Practitioners

This practicum was designed to provide teaching professionals with advocacy information, skills, techniques, and resources in order to increase participant awareness and self-confidence, and, ultimately, their community involvement. The primary method used to address this goal was the development and presentation of three workshops. These were extended with Legislation Updates sent to the participants after the workshops. The content of each workshop varied somewhat to meet the interests and needs of each group. To evaluate the impact of this practicum, participants were asked to complete evaluation forms immediately after each workshop session. After a certain amount of time, participants were mailed a Feedback Form which allowed them to report on advocacy actions in which they had participated. Results indicated that not all subjects met the workshop criteria but some subjects exceeded them. Results also showed that 16% of the participants had done some networking of the material presented, and 10% had been involved in some kind of advocacy action. (Author/BG)

Descriptors: *Advocacy; *Child Advocacy; Elementary Education; *Elementary School Teachers; Lobbying; Participant Satisfaction; Program Development; *Program Evaluation; Questionnaires; *Teacher Workshops

---

ED283561 JC870301

Comparing Test Anxiety Levels between Assessment Center Students Who Have Participated in an Orientation Session and Those Who Have Not.

Jones, Joan
Mar 1987
36p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIENOV87

A study was conducted at Oxnard College to assess the effectiveness of a multimodal orientation program designed by the college's Assessment Center to reduce test anxiety traumas by explaining theories of stress and techniques for stress reduction, self-help breathing, muscle relaxation, and creative visualization. The Test Anxiety Inventory (TAI) was administered to a control group of 24 students who did not participate in the orientation session and to an experimental group of 24 students who took the TAI after the orientation session. TAI results indicated that the students who participated in the orientation session had significantly lower test anxiety, worry, and emotionality levels than those who did not participate. Participants indicated to the Assessment Center staff that they appreciated the time and attention that was focused on their test anxiety prior to taking tests at the Center, and that they would be interested in more in-depth information related to test-taking strategies and relaxation techniques. The TAI and an outline of the orientation program are appended. (EJV)

Descriptors: Community Colleges; Comparative Analysis; *Program Effectiveness; Relaxation Training; *School Orientation; Student Personnel Services; *Test Anxiety; *Test Wiseness; Two Year Colleges; *Two Year College Students
Identifiers: *Oxnard College CA

ED283488 HE020512

An Examination of Early Retirement Plans for Faculty at Four-Year Private Colleges in New England.

Kennedy, M. Patricia
Oct 1985
88p.; Ed.D. Applied Research Project, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Vermont
Journal Announcement: RIENOV87

College faculty early retirement plans at four-year private colleges in New England are compared to determine requirements for an early retirement policy. Findings from survey responses from 82 colleges included: 20 of the colleges had an early retirement plan; 90% of schools with an early retirement plan had a tenure policy; 25% of the schools with early retirement plans have a mandatory retirement age of 65; 67% indicated that first-time eligibility for retirement occurred between ages 60 and 62. Among schools without early retirement plans, 71% indicated ages 60 to 62 as the choice for first-time eligibility. The number of years of service required for early retirement eligibility among those with plans showed that 41% required at least 10 years. Health insurance was reported to be the major benefit offered by schools with retirement plans, and schools without early retirement plans listed health benefits as most important. Recommendations included: analyze the college's formula for early retirement; prepare computerized profiles of faculty ages and years of service; and offer faculty retirement preparatory seminars that include planning for financial, health, and psychosocial needs of retirees. The questionnaire and list of participating colleges are appended. (Author/SW)

Descriptors: *College Faculty; *Early Retirement; Eligibility; Employment Practices; Higher Education; *Personnel Policy; *Private Colleges; Questionnaires; *Teacher Retirement
Identifiers: United States (North Atlantic States)

DIALOG File 1: ERIC _ 66-92/FEB.

ED283487 HE020511
Computers in Hospital Clinical Nursing: Implications for Nursing Education.
St. Thomas, Sister
Oct 1985
84p.; Ed.D. Applied Research Project, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Vermont
Journal Announcement: RIENOV87

The use of computers in hospital clinical nursing and implications for the education of nurses were studied with a sample of 130 hospitals. Of concern was how computers were used, which hospital personnel used computers in health care, costs to educate staff nurses, and who teaches nurses about computers. Questionnaires completed by hospital data processing managers revealed that 29% of the hospitals did not have computers for clinical nursing, although many were planning or were scheduled to implement computer use. Where computers were available, they were used in clinical units but there was limited availability of computer interface with technical medical instruments. A majority of respondents said that to be most effective the nurses should be involved in computer planning for use in clinical nursing. Registered nurses and ward secretaries were the primary computer users. Inservice education was reported to be costly, and an increase in that cost was noted in intensive care units. Further research about computer application and use by nurse health care providers and about computer knowledge needed by new graduates was recommended. The questionnaire and a model computer education module for nurses are appended. (SW)

Descriptors: *Computer Oriented Programs; Data Processing; Higher Education; *Hospitals; *Inservice Education; *Medical Services; Nursing; *Nursing Education; Questionnaires; Users (Information); *Use Studies

ED283064 CG019953
A Plan to Improve Psychological Services from the Public School System to the Private School Sector.
Lopez, Gil
1 Nov 1986
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV87

This practicum was designed to improve the quality of psychological referrals from private schools to the public school system by establishing a consultative conference procedure. The primary purpose of the conference was to establish open communication between teachers and the school psychologist and to provide more immediate psychoeducational alternatives for teachers to implement in the classroom. Consultative services hence became available to all cases regardless of eligibility for psychoeducational testing. A program was established wherein each referral went through the consultative conference procedure with teachers from the referring private school, parents, and school psychologist present at the meeting. The consultative conference procedure was evaluated through teacher and parent questionnaires. Results indicated significant support for the conference procedure from more than 80 percent of parents and teachers. The data strongly indicated that the consultative services were perceived as highly beneficial in impacting the quality of services rendered to children with behavioral and academic problems. The positive results obtained in this pilot program have moved administrative officials to adopt the consultative conference as part of the public school system's procedure for exceptional education and on referrals from private schools. (Appendices contain parent and teacher evaluation forms, consultative conference assessment recommendation forms, the Dade County, Florida Public Schools Department of Exceptional Student Education evaluation forms, and a memorandum of commendation. Tables give information on parents' response/evaluation, teachers' response/evaluation, and a comparative analysis of services.) (Author/NB)

Descriptors: *Consultation Programs; *Educational Cooperation; Elementary Secondary Education; Exceptional Persons; Institutional Cooperation; Interschool Communication Practicums; *Private Schools; *Psychoeducational Methods; *Psychological Services; *Public Schools; Referral; School Counseling; School Psychologists

ED283047 CE047533
A Comparison of Pre-Test Means from Oil Field Workers Having Available Manuals and Those Lacking Manuals before Announced Training.
Zambon, Franco
6 Jun 1987
41p.; Practicum paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIENOV87

A study assessed the validity of the hypothesis that offshore drilling personnel would independently study important material if they knew that they would eventually receive formal training on the topic covered in the material. Eighty-one crew members on an offshore drilling rig were randomly divided into experimental and control groups. Those in the experimental group were given safety training manuals when assigned to the rig and were informed that they would eventually receive safety training. The members of the control group were not given copies of the manual that would eventually be used in the training. After a two-month waiting period, both groups were given safety training. Data from a

(cont. next page)

training program pretest indicated that there were no significant differences in the mean ages or grade levels of the members of each group. There was, however, a significant difference in the mean pretest scores of the two groups. The control group mean score was 23.30952, whereas that of the experimental group was 30.5, which indicated that the practice of providing training manuals before providing scheduled training programs has measurable benefits and should thus be adopted. (MN)

Descriptors: *Adult Learning; Adult Students; Comparative Analysis; *Independent Study; Petroleum Industry; Postsecondary Education; Pretesting; Safety Education; Student Characteristics; *Study Guides; *Study Habits; *Training Methods

Identifiers: *Offshore Drilling

ED282649 PS016626

Increasing Parent Involvement To Obtain Significant Gains in Preschoolers' Reading Readiness Skills.

Weil, Cheryl Y.

Aug 1986

180p.; Practicum Report, Nova University. Portions of appended material contain marginally legible print.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT87

Target Audience: Practitioners

A parent-resource teacher working in a public elementary school's Child Parent Center for preschool children in Chicago, Illinois, implemented a series of reading readiness training workshops for parents, preschool children, teachers, and teacher aides. These workshops were designed to increase disadvantaged black preschool children's reading readiness scores; increase parent participation; and provide parents with strategies, activities, and information on building reading readiness skills. Program evaluation data indicated that, as the readiness workshops continued, parents, many of whom were adolescents, began to see their children growing more interested in books, being more expressive, and getting better reports from their teachers. Other parents heard about the benefits of the workshops. However, attendance charts revealed a fluctuation of attendance, with the first and sixth month of the 10-month intervention having the greatest attendance. Pretest-posttest comparisons indicated that children's reading readiness scores improved. Concluding remarks offer recommendations for improving the intervention program. Related materials are provided in 54 appendices. (Author/RH)

Descriptors: *Disadvantaged Youth; Early Parenthood; Guidelines; *Parent Participation; *Preschool Children; Preschool Education; *Reading Readiness; Resource Materials; *Urban Areas; Workshops

Identifiers: Illinois (Chicago)

ED282648 PS016625

Homework as a Means of Parental Involvement in the Primary Grades of an Inner-City School.

Schnobrich, Janice

1986

106p.; Practicum Report, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT87

Target Audience: Practitioners

To remedy the problem of an ineffective homework policy, a Follow Through kindergarten teacher at the George Howland elementary school in Chicago, Illinois, implemented a practicum designed to increase parent involvement with the school. The program designed for the practicum included: (1) regular homework assignments, (2) grading of homework by teachers, (3) recording of grades on a homework report card, and (4) homework workshops for parents of kindergarten children and primary grade students. Workshop sessions were designed to help parents assist their children with homework activities on a daily basis throughout the school year. Consequently, homework became a highlighted daily event. Parents produced "A Homework Manual for Parents of Primary Children" which included outlines of 25 home learning activities for dissemination to other parents. The evaluation of the practicum indicated that definite changes occurred in the homework patterns of the primary school children as their parents became involved in helping with home learning activities. Although parents were enthusiastic about the workshops, attendance did not rise steadily during the series. Concluding remarks offer recommendations for replicating the practicum. Related materials, such as parent and teacher questionnaires on homework policy, and the homework manual and report card, are appended. (RH)

Descriptors: *Elementary School Students; *Grading; Guidelines; *Homework; Inner City; Kindergarten Children; Learning Activities; *Parent Participation; Primary Education; *Report Cards; School Policy; *Urban Schools; Workshops

Identifiers: *Illinois (Chicago)

ED282647 PS016624

Developing and Implementing a Language Program for Preschoolers of Diverse Cultural Backgrounds with a Multicultural Approach.

Domain, Deborah A.

1986

202p.; Practicum Report, Nova University. Several pages of workshop material presented in the appendices are written in both English and Spanish; some Spanish pages have blurred type.

EDRS Price - MF01/PC09 Plus Postage.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Language: English
Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT87
Target Audience: Practitioners

A teacher at the Von Humboldt Child Parent Center, a unit of the Chicago, Illinois, public schools located in the largely Hispanic Humboldt Park area, implemented a practicum designed to improve disadvantaged Black and Hispanic preschool children's language and auditory skills in a nonbilingual learning environment. To carry out the project, 10 multicultural workshops were conducted for children, their teachers, and (mostly single) parents. It was expected that the intervention would result in: (1) an increase in teachers' positive attitudes about teaching language and auditory skills to preschool children from diverse cultural backgrounds; (2) acquisition, by parents, of new teaching methods and improved understanding of the importance of teaching supportive home readiness skills; (3) improved language and auditory skills among participating preschool children; and (4) preschool children's increased understanding of the value of diversity, cultural difference, and ethnic pluralism. The practicum was evaluated by comparisons of pre- and post-tests administered to children, parents, and teachers. Children showed significant gains on their measures. Parents gained a new understanding of the importance of cooperation between home and school. Teachers' attitudes about teaching language and multicultural education became more positive. Related materials, such as tests, questionnaires, workshop agendas and handouts, and a list of children's books about different cultures, are provided in 22 appendices. (Author/RH)

Descriptors: *Auditory Perception; Black Youth; Comprehension; Cultural Differences; *Disadvantaged Youth; *Hispanic Americans; *Language Skills; Learning Activities; *Multicultural Education; One Parent Family; Parent Participation; *Preschool Children; Preschool Education; Questionnaires; Spanish Speaking; Teacher Attitudes; Workshops
Identifiers: Illinois (Chicago); Positive Attitudes

ED282637 PS016603
Implementing Parenting Workshops with SOLVE Adolescent Mothers.
Roundtree, Doris J.
1987
137p.; Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT87

This practicum was designed to help adolescent mothers understand the cognitive, physical, and emotional development of their children and create appropriate expectations of child development from birth to one year of age. Twenty adolescent mothers attended six classes which covered the development of the young child during the first 12 months of life. Current videotapes, informative materials, slides, and films were used to support workshop presentations. A nutritionist and a home economist also assisted in the 10-month implementation of this practicum. A pre- and posttest were administered to the participants in order to assess the effectiveness of the program. The goals of the program were that 80% of the participants would (1) demonstrate an increase in their knowledge of parenting skills, (2) be able to describe one developmental change for each of the first 12 months of life, and (3) be able to list two safe and stimulating child activities for each of the first 12 months of the infant's life. Seventeen of the 20 participants correctly answered all posttest questions. Appendices include the pre- and post-test, parenting program evaluation survey, outline of the lesson plans, parenting certificate, and handouts used in the class. (Author/BN)

Descriptors: *Adolescents; *Child Development; *Class Activities; Infants; Parent Child Relationship; *Parent Education; *Parenting Skills; *Unwed Mothers

ED282627 PS016537
Promoting Positive Attitudes between Mainstreamed SEM Students and Regular Students in an Elementary School Setting.
Shelby, Madge E.
1986
107p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT87
Target Audience: Practitioners

Because handicapped and nonhandicapped students in a Pennsylvania elementary school were not sucessfully mainstreamed and lacked social skills, a practicum was devised to (1) teach social behavior skills to socially/emotionally maladjusted (SEM) students, and (2) present social skill intervention strategies promoting a positive attitude between SEM students and nonhandicapped peers. Participating were two teachers each in grades three, four, five, and six; nine SEM students; and 134 homogeneously grouped students in regular classrooms. Intervention consisted of presentations of films, provision of reading materials for teachers and students, presentation of awareness activities to students by regular classroom teachers, and presentation of a videotaped four-part skill training program designed to develop students' feelings of self-confidence and positive self-image. Evaluations were made on the basis of behavioral observations and sociometric and teacher rating scales. Standards of performance were met for all objectives. Comparison of pre- and post- intervention ratings revealed a significant increase in positive attitudes of the nine SEM students and the 134 regular students. Also, considerable gains were made in teacher attitude toward

(cont. next page)

students experiencing difficulty with social interaction. (Sample program materials and data collection instruments are appended.) (Author/RH)

Descriptors: *Attitude Change; Behavior Problems; *Disabilities; Educational Improvement; Elementary Education; *Elementary School Students; Emotional Problems; *Interpersonal Competence; Intervention; *Mainstreaming; Self Concept; Self Esteem; *Student Adjustment

ED282596 JC870223

Organization Placement and Responsibilities of Research, Planning, and Development within the Wisconsin Vocational, Technical and Adult Education System and Out-of-State Community Colleges and Technical Institutes.

Schrader, Marvin A.
25 Jun 1986
183p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); PRACTICUM PAPER (043)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEOCT87

A study was conducted to determine the organizational structure and tasks of the research, planning, and development (RPD) units within each of the 16 districts of the Wisconsin Vocational, Technical, and Adult Education (VTAE) System. For purposes of comparison, data were also collected from non-Wisconsin community colleges and technical institutes offering similar occupational programs. The study sought specifically to determine the extent to which RPD tasks are performed by discrete RPD units or by other personnel throughout the institution; the institutional level at which RPD tasks are performed; the types of RPD tasks performed by personnel in VTAE districts compared with the tasks of personnel in non-Wisconsin districts; and the types of RPD tasks performed by RPD personnel in VTAE districts compared with the tasks of RPD personnel in non-Wisconsin districts. A survey questionnaire was mailed to all of the Wisconsin VTAE districts, and to 10% of the non-Wisconsin districts selected at random. All 16 Wisconsin VTAE districts responded, along with 41 (67.5%) of the 65 non-Wisconsin institutions surveyed for a total response rate of 70%. Study findings included the following: (1) 63% of Wisconsin VTAE districts and 37% of the non-Wisconsin districts had one unit responsible for all three RPD functions; (2) for Wisconsin districts more RPD functions were administered at the first level below the chief executive officer (CEO), while for non-Wisconsin districts more were administered at the second level below the CEO; and (3) more RPD tasks were performed by RPD staff at Wisconsin districts than at non-Wisconsin districts. The survey instrument and a literature review are included in the study report. (PAA)

Descriptors: Comparative Analysis; *Educational Planning; Multicampus Districts; National Surveys; Organizational Communication; Organizational Effectiveness; *Research and Development; State Surveys; *Statewide Planning; *Task Analysis; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education

Identifiers: *Wisconsin

ED282595 JC870222

Determination of Lakeshore Technical Institute Associate Degree Nursing Graduates' Nursing Competencies Level.

Schrader, Marvin A.
May 1984
67p.; Ed.D. practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEOCT87

In an effort to determine the effectiveness of Lakeshore Technical Institute's (LTI's) Associate Degree Nursing (ADN) program, questionnaires were administered to 1982 program graduates (N=45) and their employers (N=43) requesting an assessment of the graduates' preparedness to perform 39 nursing functions. Responses were submitted to a discriminant analysis to determine whether there was a significant difference between employers' and graduates' responses. Study findings, based on an overall response rate of 83%, included the following: (1) for 67% of the nursing functions, the mean combined rating of the graduates and employers was at or above 2.51 on a scale of 1 (poorly prepared) to 3 (well prepared); (2) the remaining functions received mean combined ratings between 2.0 and 2.5; (3) no function had a calculated composite mean of less than 2.0; and (4) the graduates rated themselves at a higher level of preparedness than their employers for 16 of the 17 functions for which there was a significant difference between the two groups' ratings. It is recommended that: (1) results of the study be used as supportive data for program effectiveness; (2) program staff address itself to differences in expectations between nursing staff and employers; and (3) results of the study be submitted to the Wisconsin State Board of Nursing to indicate support for program effectiveness. The survey instruments are appended. (PAA)

Descriptors: Accountability; Accreditation (Institutions); *College Graduates; Competence; Employer Attitudes; *Job Skills; *Nurses; *Nursing Education; *Outcomes of Education; Participant Satisfaction; *Personnel Evaluation; Program Effectiveness; Program Evaluation; Questionnaires; *Self Evaluation (Individuals); Two Year Colleges; Vocational Education; Vocational Followup

Identifiers: *Lakeshore Technical Institute WI

BEST COPY AVAILABLE

DIALOG File 1: ERIC _ 66-92/FEB.

ED282594 JC870221

Effect of Developmental/Remedial Reading Program Participation on the Grade Point Average of Students with Reading Skills Deficiencies at Lakeshore Technical Institute.

Schrader, Marvin A.
Apr 1984
53p.; Ed.D. practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEOCT87

In an effort to determine the effectiveness of Lakeshore Technical Institute's (LTI's) Developmental/Remedial Reading Program, a comparative analysis was made of the grade point averages (GPA's) of 20 students who participated in the program and 24 students identified as having reading skills deficiences who did not participate in the program. First-semester GPA's for both groups were submitted to the independent t-test, using a .05 level of significance. The range of GPA's for the two groups of students was identical, with GPA's from 0.0 to 4.0 represented in both groups. The grade distribution was also similar for both groups (i.e., 9 program participants and 11 non-participants obtained a GPA of 3.0 or above, while 6 participants and 7 non-participants had a GPA of 0.0). Based on study findings, it was recommended that: (1) enrollment in the program be voluntary; (2) program content and procedures be re-evaluated; (3) specific program reading skills levels be determined; (4) non-GPA factors be used for program evaluation; (5) non-GPA factors be used in selection of the target population; and (6) longitudinal outcomes of the program be studied. (PAA)

Descriptors: Achievement Gains; Adult Reading Programs; Comparative Analysis; *Grade Point Average; *Program Effectiveness; Program Evaluation; Reading Skills; *Remedial Reading; Technical Institutes; Two Year Colleges; Two Year College Students

Identifiers: *Lakeshore Technical Institute WI

ED282146 CG019913

Implementation of a Program to Reduce Stress in Middle School Alternative Education Students. Practicum Report.

Nenortas, Gint
1986
49p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT87

Students who are involved in middle school alternative education programs are often labeled as severely disruptive. They have a history of physical violence, abusive language, truancy, and sometimes police arrests and juvenile detention records. These students need to learn how to deal with stress-producing events in a more socially acceptable manner. A study was conducted to examine the feasibility and effects of implementing relaxation training with middle school alternative students (N=8) in the classroom setting, and to determine the validity and reliability of using biofeedback. The relaxation training program was implemented for 3 months. Target behaviors were tallied for the final 2 weeks of the program and were compared to behaviors tallied in the first 2 weeks of the program. An analysis of the results revealed that relaxation training could be successfully implemented in an alternative classroom with limited teacher training and classroom disruption. Comparison of pre- and post-treatment behaviors revealed a 20% decrease in absenteeism, an 80% decrease in students walking out of class, and an 81% reduction in the use of profanity. There were no fights or referrals written during the last 2 weeks of implementation. The biofeedback instruments proved to be valid and reliable measures of the relaxation state. These findings suggest that relaxation training can be beneficial to adolescents and can be implemented in the regular school curriculum. (NB)

Descriptors: *Adolescents; Antisocial Behavior; *Behavior Change; *Biofeedback; Class Activities; Intermediate Grades; Junior High Schools; *Middle Schools; *Nontraditional Education; Program Effectiveness; *Relaxation Training; Stress Management; Student Problems

ED281754 SE047948

Learning Centers to Supplement the Second Grade Science Program.

Webb, Nina W.
28 Jul 1986
48p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP87
Target Audience: Practitioners

This practicum was designed to develop more positive attitudes toward science and to increase students' knowledge of science by providing supplemental hands-on activities. Second grade students were surveyed at the beginning of the school year and then were retested after participating in hands-on activities from 12 learning centers. The percentage of students in the practicum who responded favorably to statements about science rose to a considerable degree in the second survey and the percentage of students not in the practicum increased slightly. The students who were involved in the practicum increased their knowledge of the major concepts and the science vocabulary in three chapters of their required textbook. References and a bibliography are included. Appendices contain the survey instrument and a description of the learning centers' activities that supplemented the second grade science program. (ML)

(cont. next page)

Descriptors: Academic Achievement; *Elementary School Science; *Experiential Learning; Grade 2; Knowledge Level; Primary Education; Process Education; *Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Student Attitudes
Identifiers: *Science Education Research

ED281670 PS016540
Bridging the Gap Between Generations: An Intergenerational Program Between a Public School, Senior Center and Two Private Nursing Facilities.
Gundling, Robert
Jun 1986
106p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP87
Target Audience: Practitioners

Because no program existed in the Pottstown, Pennsylvania area which allowed children and senior citizens to interact in mutually beneficial ways, a practicum was designed to implement an intergenerational program in an elementary school attended by 540 students in grades K through 5. The intervention consisted of monthly meetings with volunteers, telephone conferences between students and seniors, a pen pal program involving a second grade class and seniors who were unable to come to the school, and a storytelling hour for 4-year-old preschoolers which was conducted weekly by two senior citizens. Additionally, teachers and students visited the participating nursing home and senior center, and seniors brought handcrafted items and baked goods to the children. Volunteers were 10 senior center residents and 25 nursing home residents, who came to the school once a week and twice a month, respectively. Participants' reports suggest that the intergenerational program had positive effects on everyone involved. Related materials are appended. (RH)

Descriptors: Educational Improvement; Elementary Education; *Elementary School Students; *Intergenerational Programs; Intervention; *Kindergarten Children; *Older Adults; Preschool Children; *Teacher Aides; *Volunteers

ED281669 PS016539
Learning Can Be Child's Play: A Developmental Presentation for Parents and Teachers.
Hertz, Rae
1986
83p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP87
Target Audience: Practitioners

The implementation of a developmental kindergarten program designed to address the needs of kindergarten children with learning and behavior problems was resisted by parents. As a result, a practicum was designed for teachers to (1) provide information needed to improve skills necessary for conferences with parents regarding developmental placement programs, and (2) increase understanding that some kinds of school problems can be solved through the successful implementation of developmental programs. Supplemented by posters and informative handouts, intervention consisted of a slide presentation picturing children engaged in various learning activities in a developmental kindergarten classroom and an accompanying cassette-recorded text explaining the cognitive learning benefits of a play-center style of classroom environment and accentuating the positive aspects of developmental theory. The presentation was made to 450 parents, teachers, and other interested viewers at public schools, preschools, day care centers, and teacher in-service meetings in a rapidly growing Florida school district. The goal of the intervention was that 80 percent of teachers and others viewing the slide presentation would demonstrate increased knowledge regarding such classroom activities. The practicum goal was met. The teacher survey, viewer survey, sample photographs, and handout are appended. (Author/RH)

Descriptors: Audiovisual Instruction; Behavior Problems; *Developmental Programs; Educational Improvement; Intervention; *Kindergarten Children; Learning Problems; Meetings; *Parent Attitudes; *Play; Primary Education; *School Readiness; *Teacher Attitudes
Identifiers: *Developmental Curriculum; Slide Tape Presentations

ED281668 PS016538
Recruit, Train, and Involve Retired Senior Citizens as Volunteer Aides in the Preschool Program.
Fine, Billye Joyce
1986
102p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP87
Target Audience: Practitioners

To provide assistance to teachers attempting to implement a thematic, discovery-oriented preschool curriculum under funding conditions preventing a desirable teacher-pupil ratio, a practicum was designed to recruit and train retired senior citizens and involve them as volunteer aides in the preschool program of a church school located in the Southeastern United States. Intervention involved (1) four preservice training seminars providing training in child development, relationship building, and discipline; and (2) seven inservice training seminars training volunteers in such areas as verbal and

(cont. next page)

nonverbal communication, creative learning centers, and leaders becoming enablers and facilitators. Practicum evaluation data suggest that volunteers learned facts and skills taught in training sessions and that they also applied the skills and resources they had learned. The project and its outcomes are described in five chapters and supporting documentation is provided in 24 appendices. (Author/RH)

Descriptors: Educational Improvement; •Intergenerational Programs; Intervention; •Older Adults; •Preschool Children; Preschool Education; •Teacher Aides; •Training; •Volunteers

ED281667 PS016536

Planning a Program for a Community-Based Infant/Family Development Center.

Farrar, Elizabeth B.

1986

186p.; Practicum Report, Nova University. Portions of appended materials contain small print.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP87

Target Audience: Practitioners

In Belle Glade, Florida, a slum populated by Blacks, Whites, Hispanics, migrant farmworkers, and Haitians, where the incidence of most major health risks was far greater than anywhere else in the state, a program was planned and partially implemented which aimed to provide health services to at-risk, disadvantaged teenage mothers and their infants. To attain program goals, an executive board was formed which consisted of 12 professional leaders in the fields of early childhood education and pre- and post-natal health and social services. Board members planned a program of prenatal intervention and follow-up, conceived a strategy for securing building lots, planned building spaces, implemented a fund-raising program, planned a program for infant development/stimulation, and built community support networks. Within a period of 12 months, a Director was employed full-time, funds were committed for a full-time pediatric nurse, a volunteer program was implemented, architectural drawings for a facility were approved, building lots were secured, the Ford Foundation had made a site visit to consider a Haitian Intervention Research Project, start-up funds were obtained, a funding plan was projected, and the program was adopted as a model for community action. Related materials are provided in 15 appendices. (Author/RH)

Descriptors: Birth Weight; Community Action; •Community Health Services; Community Problems; Community Programs; •Delivery Systems; Developmental Programs; Disadvantaged Environment; •Disadvantaged Youth; •Early Parenthood; Facility Planning; Fund Raising; •Infants; Intervention; •Mothers; Perinatal Influences; Pregnancy; Prenatal Influences; Program Development; Program Evaluation; Social Networks

Identifiers: Belle Glade Infant Family Center; First Friends Program; •Florida (Belle Glade); Haitian Perinatal Intervention Program; Postnatal Influences

ED281666 PS016535

The Development and Use of a Local Child Safety Education Clearinghouse.

Howze, Wendell M.

1986

186p.; Practicum Report, Nova University.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP87

Target Audience: Practitioners

This practicum involved developing and implementing on a pilot basis a clearinghouse for resources on child safety education. The setting was a growing urban county in the Sunbelt. Project goals were to (1) locate local resources for child safety education; (2) establish a computerized database of the resources; (3) develop a system by which groups in the community could access the database; and (4) determine if, after the pilot implementation, continuation of the clearinghouse was warranted. All goals were met and evaluation results exceeded the minimum performance levels established for success in the project. Recommendations were made for continuing, improving, and expanding the clearinghouse. The project and its outcomes are described in five chapters and supporting documentation is appended. (Author/RH)

Descriptors: Children; •Clearinghouses; Community Centers; Community Resources; •Computer Oriented Programs; •Information Centers; Information Sources; Program Design; •Program Implementation; Resource Centers; •Safety Education

Identifiers: •Child Safety

ED281631 PS016488

Increasing Environmental Awareness of Young Children through Meaningful Activities.

Varner, Nancy J.

Jul 1986

70p.; Practicum Report, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP87

Target Audience: Practitioners

An environmental awareness program was implemented among kindergarten children with different backgrounds and abilities in order to expand their conceptual knowledge, communication skills, group participation, and self-expression. Participants were children scoring in the low instructional category of the Cooperative Preschool Inventory who also demonstrated little

(cont. next page)

participation or self-expression in classroom activities. Intervention involved introduction of concepts by using puppets; expansion of concepts in game, story, or song; and demonstration of a follow-up home activity. Home follow-up by workshop-trained parents was considered a key element of the intervention. Intervention goals were (1) over 10 months all members of the target group would improve their grasp of concepts, communication skills, and observed behaviors; (2) at 5 months the group would demonstrate 40 percent positive improvement in group participation and self-expression and after 10 months a 75 percent improvement; (3) after 10 months 75 percent of the participating parents would be involved in the program; and (4) after 10 months teachers would indicate whether the program was effective and should be incorporated into the kindergarten program. Findings indicated that all performance standards were attained. Appendices provide related materials, such as the teacher survey of children, samples of home activity cards, and a parent survey. (RH)

Descriptors: *Communication Skills; *Concept Teaching; *Curriculum Development; *Home Study; *Kindergarten Children; *Parent Participation; Primary Education; Puppetry; Small Group Instruction

ED281615 PS016462

The Changing Perceptions of the Nature of the Child in the Context of Early Childhood Education.

Halperin, Dora

1986

385p.; Practicum Report, Nova University.

EDRS Price - MF01/PC16 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP87

Target Audience: Practitioners

The cultural nature of the concept of the child in American early childhood education from 1880 to the present was examined. Chapters 1 through 10 consider the following concepts: (1) the child as a theoretical construction in a review of the literature; (2) the exaltation of childhood by Froebel and the American Froebelians; (3) the savage child in works from G. S. Hall to A. L. Gesell; (4) the spiritual child in Montessori's work; (5) the poor child in the philanthropic movement and in the Great Society; (6) the experimental child in the works of Thorndike, Watson, and Skinner; (7) the pragmatic child in Dewey; (8) the psychological child of the psychoanalytic tradition; (9) the cognitive child in J. M. Baldwin, Piaget, and Vygotsky; and (10) the eclectic view of the child and its reflection in early childhood education. It was concluded that the nature of the child has frequently and radically been redefined in the period under consideration. Furthermore, no linear development, continuity, or interrelatedness among or between the major conceptualizations of the child exists. Finally, no dominant consensus on the nature of the child based on a unitary theory exists at the present time. (RH)

Descriptors: *Children; Cognitive Ability; Cultural Influences; *Definitions; *Early Childhood Education; *Educational Theories; Emotional Experience; Environment; Heredity; *Ideology; Individual Development; Individualism; Intellectual History; Scientific Research; Social Influences

Identifiers: Conceptual Analysis; Recapitulation Theory

ED281595 JC870224

An Analysis of the Students Enrolled in the Correspondence Study Course, "Medical Terminology."

Schrader, Marvin A.

May 1987

102p.; Ed.D. practicum, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIESEP87

A study was conducted to obtain information regarding students enrolled in a Medical Terminology correspondence course developed jointly by the Wisconsin Vocational, Technical and Adult Education System and the University of Wisconsin's Extension Division. Specifically, the study sought to gather information about student types and characteristics, students' reasons for enrolling in the course, factors important in choosing a correspondence study course, and the importance of the audio component of the course for student learning. A 25-item survey instrument was administered to 124 students who enrolled in the Medical Terminology course between June 1, 1984 and May 31, 1986. Study findings, based on a 64% response rate, included the following: (1) 56% of the respondents indicated that they had taken the course to satisfy a degree or diploma requirement, 21% enrolled for career advancement, and 20% enrolled to perform present duties better or more easily; (2) the four most important factors related to respondents' choice of a correspondence course were "no conflict with work schedule," "no travel to class," "interested in content," and "preferred to study at home or work rather than at school"; (3) "books and references" were considered the most important means of understanding course content, followed by "teacher," "family and friends," and "other students"; and (4) 37% of the respondents indicated that the audiotape component of the correspondence course was "not important." Based on study findings, a number of recommendations were developed for course improvement. The survey instrument is appended. (EJV)

Descriptors: Audiotape Recordings; Community Colleges; *Correspondence Study; Home Study; Medical Vocabulary; Program Evaluation; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Education

DIALOG File 1: ERIC _ 66-92/FEB.

ED281178 CS008789

The Development, Implementation, and Evaluation of an Instructional Model To Increase Comprehension through Written Structural-Response to Text.

Bravick, Jean

Jul 1986

55p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987). Major Applied Research Project for the Ed.D., Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150); DISSERTATION (041)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP87

A study was conceived to develop, implement, and evaluate the Structural-Response Instructional Model for increasing reading/thinking skills through written responses to a text's macrostructure. The study sought to determine: (1) if writing activities increased students' reading comprehension, (2) if the model effectively increased reading comprehension, and (3) if this model effectively increased inferential comprehension. Subjects, 81 students in three remedial reading classes at a Florida junior college, were randomly assigned to a reading-only group, to a group writing opinion responses, or to a group writing structural responses. At the end of 15 weeks, reading comprehension was assessed using the Stanford Diagnostic Reading Test. Results indicated significant differences between groups in total and inferential comprehension. A subsequent comparison of the structural-response group with the opinion-response group confirmed that writing structural responses enabled more students to reach higher levels of inferential comprehension--73% of these students achieved 80% accuracy. The results suggest that the Structural-Response Instructional Model is a pragmatic way to use writing to increase students' understanding of written discourse as well as to increase their reasoning skills. Based on the results, it was recommended that the Structural-Response Instructional Model be incorporated into the college's reading program. (An extensive bibliography is appended.) (NKA)

Descriptors: Critical Reading; *Critical Thinking; Models; *Reading Comprehension; Reading Difficulties; *Reading Improvement; Reading Processes; Reading Research; *Reading Writing Relationship; *Remedial Reading; Teaching Methods; Two Year Colleges

Identifiers: Instructional Model; *Instructional Models; Stanford Diagnostic Reading Test; Structural Response

ED281044 CE046983

The Effects upon Advanced Placement Licensed Vocational Nursing Students When Integrated with Generic Students in the Second Year of a Registered Nursing Program.

Balint, Marilyn

Oct 1986

39p.; Ed.D. practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIESEP87

A study was conducted to evaluate the effect of integrating advanced placement licensed vocational nursing (APLVN) students with generic students in the second year of the registered nursing program at Long Beach City College. It was hypothesized that the academic achievement of the APLVN students who were taught as a separate group for the first semester of the second year of the nursing program would be higher than that of the APLVN students who were immediately integrated with the generic students. The sample was drawn from a population that included all of the licensed vocational nurses who were given advanced placement into the first course of the second year of the registered nursing program at Long Beach City College in 1983 and 1984. The sample consisted of 17 matched pairs from the 1983 and 1984 years. The matched pair t-test was used to determine if the group that was taught separately did significantly better on the theory examinations for the first four courses than the group that was integrated with the generic students. The t-test revealed that there was no significant difference at the .05 level in the two groups and the null hypothesis was accepted. It was recommended that the practice of integrating advanced placement licensed vocational nursing students with generic students from the beginning of the second year of the registered nursing program be continued. Recommendations for further research were also made. (Author/KC)

Descriptors: *Advanced Placement; *College Programs; Course Organization; Higher Education; Nurses; *Nursing Education; *Outcomes of Education; *Program Effectiveness; Teaching Methods

Identifiers: *Long Beach City College CA

ED280610 PS016463

Child Growth and Development In-Service Training for Teaching Staff at a Child-Parent Center.

Hudson, Vivian D.

1986

75p.; Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG87

Target Audience: Practitioners

This practicum addressed the expressed need to improve the knowledge and expertise of the teaching staff employed at a child-parent center, which served 170 preschool and kindergarten children attending classes in an elementary school in an economically depressed community. Specifically,

(cont. next page)

the in-service intervention aimed to immprove staff competence by providing exposure, stimulation, knowledge, and training relative to learning theories, developmental stages, needs, curriculum, and strategies for 3- and 4-year-olds. Descriptive material in Chapter I establishes the situation and context of the intervention. Chapter II describes, documents, and analyzes the problem and presents a review of the related literature. Chapter III describes anticipated outcomes and evaluation instruments used to assess effectiveness. Chapter IV presents, among alternatives, the intervention strategy selected, while Chapter V presents results, conclusions, and recommendations. Of the teaching staff who participated in the training sessions, 100 percent attended all sessions, 83 percent increased their knowledge of child growth and development, and 100 percent recommended that the in-service training sessions continue on an ongoing basis. (RH)

Descriptors: Child Development; *Disadvantaged Youth; Early Childhood Education; Faculty Development; Individual Development; *Inservice Teacher Education; *Kindergarten; Knowledge Level; Preschool Education; *Preschool Teachers; *Teacher Aides; *Teacher Improvement; Training

ED278818 CE046339

The Determination of the Relationship between Academic Achievement in Nursing Courses and Success on the Registered Nurse Licensure Examination.

Millican, Julie E.
Dec 1986
104p.; Doctoral research project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: THESIS (042)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL87

The objective of a study was to determine if academic achievement in nursing courses could be used to predict success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). It investigated the relationship between NCLEX outcomes and academic achievement in theory and clinical courses and the relationship between NCLEX outcomes and course repeats in nursing school. The study also identified if any particular nursing course was predictive of NCLEX outcomes. Independent variables were nursing theory and clinical grade point averages (GPAs) and the number of repeated theory and clinical courses; the dependent variable was success or failure on the NCLEX. The population included all generic associated degree nursing program students (N=254) who graduated from Miami-Dade Community College (Florida) from Fall 1983 to Fall 1985. Chi-square analysis proved significant differences between the success and failure groups on the NCLEX for the variables of nursing theory GPA, nursing clinical GPA, no repeats in nursing theory, and three or more repeats in nursing theory. The Pearson correlation coefficient tests revealed that the independent variables in the nursing program that may have influenced student success on the NCLEX were GPA in theory, GPA in clinical, no repeats in theory, and repeating theory three or more times. (YLB)

Descriptors: *Academic Achievement; *Academic Failure; Associate Degrees; Educational Research; *Licensing Examinations (Professions); *Nurses; *Nursing Education; Postsecondary Education; Scores; *Success; Two Year Colleges

ED277408 JC870022

Determination of the Effect of an Instructor's Employment Status (Full-Time or Part-Time) on the Decision of Students to Enroll.

Sworder, Steve
Jan 1987
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY87

While there was no question that part-time instructors provided a quality of instruction equal to that of full-time faculty at Saddleback College (California), there were differences in the functions performed by these two faculty groups due to limited institutional involvement supported by the terms of employment for part-time instructors. A study was conducted to compare the student preference level for full-time instructors with that for part-time instructors. The enrollment distribution of 3,838 students who registered in 43 different courses with comparable class sections taught by either full-time instructors (130 class sections and 46 instructors) or part-time instructors (103 class sections and 57 instructors) was used to calculate a student preference score for the instructor of each class section. Based on study findings, it was concluded that the full-time faculty student preference score was significantly higher than that score for part-time instructors. With 99% certainty, the difference between these scores was found to lie between 9% and 35% of the average course enrollment per section. A series of recommendations were developed to improve student relations with and perceptions of part-time faculty. A three-page bibliography concludes the document. (EJV)

Descriptors: Community Colleges; *Enrollment Influences; *Faculty College Relationship; *Full Time Faculty; *Part Time Faculty; *Student Attitudes; Student College Relationship; *Teacher Student Relationship; Two Year Colleges
Identifiers: *Saddleback College CA

ED276051 CS210160

The Implementation of a Formal Writing Program in a Fifth Grade Class in Order to Improve the Writing Scores on the New York State Fifth Grade Writing Test.

Turetzky, Lois E.
14 Aug 1986
88p.; Ed.D. Practicum, Nova University.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR87

In response to the New York State Fifth Grade Writing Test indicating inadequacies in students' writing abilities in a Southwest Bronx elementary school, a study employed Evelyn Rothstein's developmental, systematic instructional approach to improve students' writing competencies. It was hypothesized that, as a result of the instructional program implemented between January and June of 1986, students would demonstrate an improvement in writing skills by (1) reducing the number of students falling below the state reference point by 1.5%; and (2) increasing by 3.4% the number of students who scored above the state reference point. These two objectives were achieved. The third objective postulated that, as a result of regularly monitoring specific writing strategies during the prescribed time period, 60% of the students would demonstrate sequential development of writing skills in three of five skill areas measured. Results indicated that only 29.6% of the students achieved this. However, this finding was interpreted as an encouraging statistic. (Statistical tables provide extensive comparison data, particularly on the state reference point/frequency distribution by both the class and school. Extensive sample tests and instructional materials are appended.) (JD)

Descriptors: Elementary Education; Grade 5; *Instructional Improvement; Program Development; *State Standards; *Writing Evaluation; Writing Exercises; Writing Instruction; *Writing Research; *Writing Skills

Identifiers: *New York (Bronx); *New York State Fifth Grade Writing Test

---

ED275913 CE045787

Curriculum Revision Using Advisory Committees and a Modification of the Delphi Technique for Electronic Engineering Technology Programs.

Reilly, Patrick L.
Apr 1986
86p.; Practicum paper, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEAPR87

Six state 2-year technical colleges in Georgia were seeking Accreditation Board of Engineering Technology (ABET) approval for a pilot seven-quarter electronic engineering technology program that culminates in an associate of sciences degree. A curriculum revision project that involved a modification of the Delphi technique and input from advisory committee members was undertaken in order to reduce the electronic engineering program to six quarters and ensure that it met minimum ABET standards. Participants were mailed a document requiring them to rank and comment upon technical subjects and subcontent areas. A second document, which summarized the results of the first Delphi round, was mailed to the same participants, and they were asked to rerank subjects and defend rankings that were outside of group norms. After the two-round procedure, a group trend of convergence was apparent, and the process was terminated. Several courses were eliminated and/or revised based upon the recommendations, thereby resulting in an attainment of the ABET-required reduction of the program at a minimum of time and expense. Several possible directions for future research and study were uncovered during the process. (Appendixes to this practicum paper include curriculum suggestions for participant rankings, cover letters, instructions for participants, and the finalized curriculum.) (Author/MN)

Descriptors: Accreditation (Institutions); *Advisory Committees; Associate Degrees; *Curriculum Development; *Delphi Technique; *Electronics; *Engineering Technology; Postsecondary Education; Program Improvement; *Technical Education; Two Year Colleges

Identifiers: Georgia

ED275365 JC860554

Development of a Curriculum Integrated Library-Use Instructional Model: A Systematic Approach.

Southwick, Neal S.
Jun 1985
215p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); INSTRUCTIONAL MATERIAL (051); PRACTICUM PAPER (043)
Geographic Source: U.S.; Idaho
Journal Announcement: RIEMAR87

A project was undertaken at Ricks College to develop a systematic library-use instructional model to be integrated into the existing genealogy curriculum. In addition to surveying relevant literature and making appropriate contacts with two- and four-year academic libraries, a needs assessment was conducted, instructional objectives were written, library competencies were determined, student reading material and assignments were developed, and several evaluation instruments were designed. As a result of these efforts, a library instruction unit was developed, covering: (1) an overview of library use for geneological research; (2) a self-guided tour of the learning resources center; (3) the use of library catalogs and the arrangement of library materials; (4) the use of reference materials and reference services; and (5) analysis of a pedigree chart or family group sheet and determination of sources to be used to locate the missing information. The instructional model was implemented in five beginning geneology classes during spring 1985. At the conclusion of the unit, student assignments were given. The mean score on the assignments ranged from a low of 79% on the

(cont. next page)

search strategy assignment to a high of 93% on the reference material assignment. Students who completed the course had more positive attitudes toward libraries than they had before taking the unit and had greater library skills than students who did not take the course. Appendices to the project report contain the survey instruments, guidelines for bibliographic instruction, information on other bibliographic instruction programs, course objectives, and course reading material and student assignments. (EJV)

Descriptors: Church Related Colleges; Community Colleges; Course Content; Course Objectives; *Educational Needs; *Genealogy; Learning Modules; *Library Instruction; *Library Skills; Needs Assessment; Questionnaires; *Research Skills; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges

Identifiers: *Ricks College ID

ED275110 EC190636

Increasing Fathers' Participation in Therapeutic Intervention Programs for Exceptional Children.

Revelj, Elizabeth O.

1985

128p.; Ed.D. Practicum, Nova University. Appendices may not reproduce well.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: DISSERTATION (041); RESEARCH REPORT (143); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR87

In response to a research review indicating that few programs address the father's role in early intervention and preschool programs for the young exceptional child, a three-month practicum was designed which included fathers in physical therapy sessions and in daily home exercise programming for their developmentally disabled children. Practicum goals were to increase fathers': knowledge of early physical development and the importance of and opportunities for father-child interactions; participation in play and caregiving activities with their exceptional children; and responsibility in therapeutic program carryout at home. Implementation involved providing fathers with educational information, rescheduling therapy sessions for fathers' convenience, modeling appropriate physical interactions between children and fathers, and assigning fathers structured exercise programs to implement with their children at home. Of the 14 fathers contacted for participation, 10 attended one therapy session and 9 attended both scheduled sessions. All fathers demonstrated increased knowledge by raising their posttest scores, reporting positive benefits from the experience, and increasing the quality and quantity of interaction time with their exceptional children. Sixty percent of the fathers complied with home exercise tasks and recorded them appropriately. It is recommended that fathers be included in early intervention programs, and that there be frequent contact between the physical therapist and the fathers to ensure continuation of the home program. Appendices include handouts designed for fathers, general guides on early childhood education, instruments for assessing fathers' knowledge and progress, sample responses, and results of interviews with fathers. (Author/CB)

Descriptors: Adapted Physical Education; *Developmental Disabilities; Early Childhood Education; *Father Attitudes; Infants; *Intervention; *Parent Child Relationship; *Parent Participation; *Physical Therapy

ED274864 CE045313

Identifying the Gap between the Beliefs in Adult Education and What Is Promoted to the Practitioner.

Dyer, Alice F.

Oct 1985

27p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAR87

Although it is clear that adult education has existed much longer as a field of practice than as a field of study, little research exists to identify the contribution that an understanding of the field of adult education, particularly adult learning and techniques for teaching adult students, makes to the effectiveness of an adult educator. To study the gap that exists between the beliefs underlying the field of adult education and actual practice, 318 articles from 48 professional journals for adult educators and three texts that are required reading in a course in the theory and practice of adult education methodology were compared with respect to their treatment of the following four topics: continuing education, the adult learner, teaching methods, and adult educators. The review indicated that although the professional literature promotes a belief structure to the field, the professional journals do not carry that message to the practitioner. Rather, the journals devote more energy to the management and administration of programs, and, therefore, the practitioner is not able to look to the professional journals as a prime source of support. Thus, while the field of adult education is growing, the support systems to keep it healthy are diminishing. The challenge then is to provide for the support and dissemination of a working philosophy to the field. The promotion of the ideas and concepts of adult education is as vital a part of the chain by which adult education organizes and maintains itself as is training in how to carry out these beliefs. (MN)

Descriptors: Adult Education; *Adult Educators; Adult Learning; Case Studies; Comparative Analysis; *Diffusion (Communication); Educational Needs; *Educational Philosophy; Educational Practices; *Educational Theories; *Information Dissemination; Information Needs; Postsecondary Education;

(cont. next page)

*Scholarly Journals; Teacher Education; Teaching Methods

ED274399 JC860521

Determination of the Core Curriculum for the Liberal Arts Mathematics Course at Saddleback College.

Sworder, Steve
Oct 1986
61p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB87

A study was conducted to assess faculty and student preferences regarding the goals and content of Saddleback College's (California) liberal arts mathematics course. Following a review of the literature, an extensive list of course goals, content areas, and prior student preparation needs was formed into a questionnaire, which was administered to 12 full-time mathematics faculty, 52 full-time liberal and fine arts faculty, 25 part-time mathematics faculty, and a sample of 93 liberal arts and fine arts students. Study findings, based on responses from 12 full-time and 23 part-time mathematics teachers, 25 liberal/fine arts faculty, and 65 students, included the following: (1) each group, except the full-time mathematics faculty, agreed that course goals should include the student's learning basic problem-solving steps that could be applied to any career field; (2) all groups felt students should complete some mathematics prior to enrolling in the liberal arts mathematics class, with all faculty groups indicating that arithmetic and beginning algebra should be part of students' prior experience; and (3) the following topics were supported by all groups for inclusion in the class: the fundamentals of mathematical reasoning and logic, functions and graphs, probability and "odds," recent developments and discoveries in mathematics, computer technology, statistics, and methods of organization using sets. The study report includes a bibliography of general references and textbooks available for the course, along with the survey instruments. (LAL)

Descriptors: *College Mathematics; Community Colleges; *Course Content; Course Objectives; *Liberal Arts; Mathematics Curriculum; *Mathematics Education; Questionnaires; School Surveys; *Student Attitudes; *Teacher Attitudes; Two Year Colleges

Identifiers: *Saddleback College CA

ED273320 JC860472

Development of Guidelines for a Post-Graduate Preceptorship in Nursing Program.

Lohr, Sue
Mar 1985
95p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN87

A literature review and survey were conducted to help develop guidelines for the establishment of a post-graduate preceptorship program for new nurses. The major role of the preceptorship in nursing is to assist recent graduates in making the transition from school to professional life through a clinical experience during which the new nurse works on a one-to-one basis with an experienced nurse preceptor. Surveys were mailed to 50 hospitals and 25 schools of nursing, requesting information concerning preceptorship programs, curriculum, and topics for the guidelines. The survey found that of the 27 responding hospitals, 13 had a preceptorship program for new employees; and of the 16 responding nursing schools, 5 offered a preceptorship experience. All of the hospitals and schools which had preceptorship programs were pleased with the results. The study report includes the resulting "Guidelines for the Preceptorship in Nursing Program," which detail program goals and objectives; the roles of the preceptee, preceptor, program coordinator, and preceptorship task force; information on choosing, preparing, and rewarding preceptors; guidance on preceptee recruitment, requirements, orientation, and evaluation, along with relevant forms; information on planning the curriculum and the present status of the curriculum at Mt. San Antonio College, California; a discussion of legal implications and student and institutional liability; an overview of fiscal considerations; and materials for program evaluation. (LAL)

Descriptors: *Clinical Experience; Community Colleges; Field Experience Programs; Hospital Personnel; *Nursing Education; Practicum Supervision; *Program Development; Questionnaires; *Transitional Programs; Two Year Colleges; *Work Experience Programs

---

ED273319 JC860471

A Study of the Factors Which Influence Adult Enrollment in a Technical Institute.

Digby, Kenneth E.
22 Jul 1986
49p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJAN87

In spring 1986, a study was conducted at Fayetteville Technical Institute (FTI), North Carolina, to determine why students decided to continue their education, what factors triggered their enrollment, and what factors influenced their decision to attend FTI. A questionnaire was administered to 119 students enrolled in randomly selected day and evening

(cont. next page)

accounting classes. Study findings, based on responses from 89 students, included the following: (1) when compared to findings of a 1979 statewide survey of North Carolina community college students, study results showed the FTI sample to be older, to include more women, and to have higher levels of educational attainment; (2) the typical FTI student was a married female, 27 years of age, who enrolled for the opportunity of obtaining a better job; (3) the top ranked reasons for continuing education were to "get a better job," "to earn more money," "to gain a general education," "to learn more things of interest," and "to contribute more to society"; (4) the most commonly cited reasons which triggered enrollment were "received encouragement," "dissatisfied with job," "financial aid became available," "obtained information about FTI," and "moved to community"; and (5) the top ranked institutional characteristics influencing the decision to attend were "courses available," "low cost," "location," "financial assistance," and "quality of instruction." The survey instrument is appended. (LAL)

Descriptors: *Adult Students; College Choice; *Enrollment Influences; Enrollment Trends; Postsecondary Education; School Demography; School Surveys; *Student Characteristics; *Student Educational Objectives; *Technical Institutes; Trend Analysis Two Year Colleges; *Two Year College Students

Identifiers: *Fayetteville Technical Institute NC

ED273317 JC860469

Development of a Leadership/Management Seminar Model for Bakersfield College.

Nusz, Phyllis Jane
Feb 1986
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN87

A leadership/management seminar model was developed for use at Bakersfield College (BC), California, as a pilot program to provide training for professionals and management-level employees in business and industry. The seminar model was based on work with noted professors and theorists in the field of leadership and management; a literature review; an analysis of evaluations from the 1984 Leadership/Management Seminar held at the University of Illinois; and interviews with students, professionals, and individuals working in business and industry who had expressed interest in leadership/management training at BC. The instructional content of the resulting seminar model consisted of 23 separate units covered in an intensive 2-week program, focusing on topics such as "Women as Leaders," "The Career Patterns and Life-Cycle Choices of Professional Women," "Thinking on Your Feet," "Educational Law," "Personality and Managerial Styles," "Managerial Planning and Budgeting," "The Components of Leadership," "Interpersonal Effectiveness," "Automation," "Improving Written Communication," and "The Politics of Financial Planning." The report includes information on the seminar budget, factors such as housing and food services, and reactions to the model at BC. A two-page reference list and a five-page bibliography are included. (LAL)

Descriptors: Community Colleges; *Leadership Training; *Management Development; Middle Management; *Program Development; *Seminars; Teaching Models; Two Year Colleges

Identifiers: *Bakersfield College CA

ED273316 JC860468

An Analysis of the Comprehensive High School Recruitment Program at Bakersfield College.

Nusz, Phyllis Jane
Apr 1986
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN87

In 1979, Bakersfield College (BC), California, designed and implemented a comprehensive student recruitment program aimed at students from feeder high schools. To determine the effects of major changes in the recruitment program, a study was conducted comparing the percentage of high school graduates who enrolled at BC under the comprehensive recruitment program with the percentage who enrolled following the program changes. An analysis of enrollment figures for fall 1983 and fall 1984 by high school and district indicated that for 16 of the 17 feeder high schools there was no significant difference in enrollment rate following a decrease in resources expended and the elimination of a one-to-one effort on the part of recruiters. The study report includes a literature review and a proposed model for a community development program at BC. (LAL)

Descriptors: *Articulation (Education); *College School Cooperation; Community Colleges; *Enrollment Rate; *Enrollment Trends; High School Graduates; High Schools; Program Effectiveness; *Student Recruitment; Two Year Colleges

Identifiers: *Bakersfield College CA

ED273315 JC860467

Development of Guidelines for the Establishment and Operation of a California Community College Foundation.

Nusz, Phyllis Jane
Apr 1986
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); PRACTICUM PAPER (043)
Geographic Source: U.S.; California

(cont. next page)

Journal Announcement: RIEJAN87

A study was conducted to research and develop guidelines for the establishment and operation of a California community college foundation. The study involved a review of state regulations for the establishment of a non-profit foundation, a literature review, participation in two fund-raising seminars, personal interviews with foundation staff at two universities and with the staff of the Community Development Program at Bakersfield College, and a survey of 107 California community college presidents conducted to determine perceptions of the characteristics and functions of an effective foundation. Study results included the following: (1) foundations can be designed specifically for a special interest group or as one main organization supporting all aspects of the institution; (2) foundations need well-established policies and procedures for receiving gifts; and (3) colleges felt they had better control of the operation if only one board of directors was established per institution, with interest groups working under the umbrella organization. Based on study findings, guidelines for the development of a foundation were prepared, covering the areas of organizational planning and implementation, general operating procedures, fundraising activities, and public relations activities. A literature review, the survey instrument, and "Guidelines for the Establishment and Operation of a California Community College Foundation" are included in the study report. (LAL)

Descriptors: *Administrator Attitudes; *Community Colleges; Donors; Educational Finance; *Philanthropic Foundations; *Private Financial Support; *Program Development; Public Relations; Questionnaires; Two Year Colleges

Identifiers: *California

ED273308 JC860455

A Comparison of the Attitudinal Differences in Awareness between Students Participating in College Governance and Students Who Do Not Participate in College Governance.

Brum, Joseph
15 Dec 1982
18p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJAN87

A study was conducted at Fayetteville Technical Institute (FTI) to determine if there were any attitudinal differences between a group of students who participate in college governance and a matching sample of students who do not participate. The attitudinal variables focused on personal awareness (i.e., self-understanding), poetic awareness (i.e., appreciation for the arts) and political awareness (i.e., concern about the world and the welfare of humanity). Students classified as participants (n=12) or nonparticipants (n=12) in the FTI governance structure were administered the Awareness Scale from the College and University Scales Pace. The results showed that there was no significant difference in awareness between student participants in college governance and student nonparticipants, indicating that the programming suggestions of student participants in governing committees can be considered in line with the opinions of the student body as a whole; and that faculty members, administrators, and student groups who wish to know what "student opinion" is on a given issue should work through organized bodies of student representatives. (LAL)

Descriptors: Attitude Measures; College Governing Councils; Comparative Analysis; School Surveys; *Student Attitudes; *Student Participation; Technical Institutes; Two Year Colleges; *Two Year College Students

Identifiers: *Fayetteville Technical Institute NC

ED273059 EC190254

Providing Potentially Gifted Kindergarten Students with Appropriate Enrichment Activities for Classroom Use with Minimal Guidance.

Dohrn, Elizabeth A.
1986
128p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (041); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN87

The practicum report describes an effort to provide enrichment materials for kindergarten students whom classroom teachers identified as potential entrants for the gifted program. Two miniworkshops were conducted to familiarize teachers with identification and enrichment activities. Targeted students received enrichment attention both within and outside the class via cross-age tutors, self-instructional materials, and interest centers. The goals of increasing kindergarten referrals to the gifted program and of heightening the awareness of kindergarten teachers regarding the gifted/talented/creative child and the gifted program were met. In addition, positive changes were noted in the abilities of targeted students participating in enrichment activities. Appendixes include checklists of creativity and giftedness characteristics, psychological referral forms, student evaluation checklist and teacher information awareness checklist, workshop materials, and photocopies of enrichment activity cards. (CL)

Descriptors: Creative Development; *Enrichment Activities; *Gifted; *Kindergarten; Primary Education; *Talent Identification

ED273058 EC190253

Development and Implementation of a Three Party Communication Network for Parents, Teachers, and Staff at a Learning Disabilities Center.

(cont. next page)

Sachs, Frances Greenberg
1985
189p.; Ed.D. Practicum Report, Nova University. Charts contain small or broken type.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN87

The practicum report describes the development of a communication network designed to enhance cooperation among parents and staff of a private learning disabilities clinic in Miami, Florida. The program featured a variety of contact follow-up forms, a series of workshops, and periodic student progress reports and follow-up conferences with both parents and teachers. Parent and teacher assessment forms were completed by 12 parents and 10 teachers. Analysis revealed that all parties supported and found useful the communication network techniques. In 10 instances, actual results exceeded anticipated outcomes, specifically in the areas of understanding of forms and procedures and agreement to cooperate and support the learning disabilities program. The clinic management determined that the program was a success based on program assessments. Appendices include: A four-page list of references; parent/teacher workshop assessment forms; communication system monitoring and reporting forms, and samples of remedial log sheets. (CL)

Descriptors: Communication Skills; Elementary Secondary Education; *Learning Disabilities; Networks; Parent School Relationship; *Parent Teacher Cooperation; *Program Development

ED272869 CS209861

Support Material for a Literature and Expressive Language Curriculum in the Primary Grades.

Darvas, Elizabeth
1985
381p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN87
Target Audience: Practitioners

Reporting on a doctoral practicum that examined children's literary works and developed related expressive language activities, this document contains a description of the practicum--including its purpose, goals, procedures, and results--and a guide for primary teachers to use in language arts instruction. The expressive language activities outlined in this guide for literature suggested under six categories (Mother Goose, modern literature, traditional literature, poetry, fables, and film) include pantomime, oral expression of feelings, retelling stories in sequence, discussion, and acting out the story. Activities, also categorized according to grade levels (kindergarten through grade three), offer a synopsis of each literary work and procedures for carrying out the activity. (HOD)

Descriptors: *Childrens Literature; Educational Objectives; Educational Resources; *English Curriculum; *Expressive Language; Fables; Fantasy; Films; Integrated Activities; *Language Arts; *Learning Activities; *Literature Appreciation ; Poetry; Primary Education; Program Evaluation; Program Implementation; Reading Materials

Identifiers: Dade County Public Schools FL

ED272293 PS015924

Implementation of Activities for the Development of Affective Skills with Primary and Preschool Children.

Carlson, Sharon
Apr 1986
165p.; Ed.D. Practicum, Nova University. Some appendices contain light type.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC86
Target Audience: Practitioners

This practicum was designed to reinforce the importance of meeting the needs of the whole child in the classroom--the social, emotional, and psychological needs, not just the intellectual needs. The practicum was implemented in the Montessori Learning Center, a small private preschool and elementary school located in Lancaster, Pennsylvania, by developing affective curriculum materials and providing training and assistance for teachers who implemented the curriculum materials in their classrooms. Specific goals of the practicum were to (1) help teachers examine their own attitudes about the need for affective education in the classroom; (2) provide affective resources that would familiarize teachers with the kinds of activities that could be used in the classroom; (3) encourage and guide teachers in the use of affective activities as a means of meeting the social, emotional, and psychological needs of students; (4) effect positive change in the behavior of children as a direct result of providing a program of affective education; and (5) help teachers recognize the value of affective education. Objectives of the practicum were met. Related materials are appended, including an affective activities curriculum guide. (RH)

Descriptors: Elementary Education; *Elementary School Students; Elementary School Teachers; Guidelines; *Humanistic Education; Learning Activities; *Preschool Children; Preschool Education; Preschool Teachers; *Program Implementation; Teacher Attitudes

Identifiers: *Montessori Schools

DIALOG File 1: ERIC _ 66-92/FEB.

ED272292 PS015923
Increasing Parent Involvement in a First Grade Chapter I Public School Classroom Program.
Doty, Jeanice J.
1986
47p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC86
Target Audience: Practitioners

This practicum was designed to increase parental awareness of the importance of participation in a student's "daily" educational program. The specific goal of the practicum was to increase parent involvement in a first-grade Chapter I public school classroom program serving predominantly Hispanic American migrant children. It was expected that, as a result of the implementation effort, (1) 85 percent of involved parents would sign students' completed homework and have it returned to the teacher; (2) 85 percent of parents would participate in a parent-teacher conference; (3) 85 percent of parents would sign and return a questionnaire demonstrating evidence of parent participation; and (4) 144 homework assignments would be completed and turned in to the classroom teacher. To address these goals, a highly motivational, structured program was implemented. All projected objectives were achieved. The Parent Questionnaire and a teacher/parent conference summary form are appended. (RH)

Descriptors: Bilingual Education; *Elementary School Students; *Grade 1; Hispanic Americans; *Homework; Migrant Education; *Motivation; Parent Participation; *Parent Student Relationship; Primary Education; Program Improvement

Identifiers: Education Consolidation Improvement Act Chapter 1

ED272251 JC860443
Determining the Impact of Biographical and Situational Variables on the Leadership Styles and Effectiveness of Community/Junior College Administrators.
Jones, Steven W.
Oct 1985
138p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arkansas
Journal Announcement: RIEDEC86

A study was conducted to determine if differences existed in the leadership styles of senior level administrators in two-year colleges as a result of situational and biographical variables, including gender. The Leader Effectiveness and Adaptability Descriptor (LEAD) instrument and a biographical/situational questionnaire were mailed to 150 female and 150 male administrators. Study findings, based on an adjusted response rate of 75.7% (106 women and 121 men), included the following: (1) 69% of the men and 50% of the women held doctoral degrees; (2) 92.6% of the men, compared to 58.5% of the women, were married; (3) men had more experience in higher education administration than did women; (4) no differences in management styles were found to exist as a function of job responsibilities, reporting levels, collective bargaining arrangements, gender, or experience in higher education; though differences in management styles were identified as a function of institutional size, age, and educational achievement; and (5) female administrators over 40 years of age tended to be more collaborative and to emphasize more decentralized decision-making approaches than their younger female counterparts. The survey instruments are appended. (LAL)

Descriptors: Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; Administrators *College Administration; Community Colleges; Females; *Leadership Qualities; *Leadership Styles; Males; Questionnaires; *Sex Differences; Sex Stereotypes; Two Year Colleges

---

ED272246 JC860438
Design and Application of Evaluation Procedures for the Saddleback Community College District's Assessment and Placement Program.
Sworder, Steve
Sep 1986
44p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC86

A study was conducted to evaluate the academic success of students involved in the Saddleback Community College (California) District's pilot assessment and placement project, and to design and apply procedures for evaluating the placement instrument cut-off scores. A group of 124 entering students agreed to participate in the pilot project and were given a battery of assessment tests and counseling based on their test scores and academic goals. This group was divided into two halves: the Program group consisted of students who took assessment tests and followed placement recommendations, while the Control group was made up of students who failed to attend testing sessions and those tested students who placed themselves contrary to the counselor's recommendations. While Program group members had higher success rates in mathematics courses than Control group members, this was not the case for English courses. The study found no correlation between placement instrument scores and final course grades in 11 English and mathematics classes that were given placement instruments as class exercises. The study report includes a

(cont. next page)

literature review and recommendations. An appendix contains scatter diagrams of placement test scores versus final course grades. (EJV)

Descriptors: *Academic Achievement; Admissions Counseling; Community Colleges; Educational Counseling; *Educational Testing; Pilot Projects; Program Evaluation; *Student Evaluation; *Student Placement; Test Reliability; Two Year Colleges; *Two Year College Students

ED271929 EC190238

Cross-Age Teaching of Language Learning Disabled Nursery/Kindergarten Children by Language Learning Disabled Fifth Graders.

Gitomer, Rivalee J.
Sep 1985
60p.; Ed.D. Practicum, Nova University. Part of the document contains light, broken print.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC86

The practicum addressed the needs of 3- to 5-year-old language learning disabled (LLD) children who required more individualization in their curriculum and longer time on task. The practicum goals were: (1) to address 80% of the children's short term individualized education program (IEP) goals; (2) to increase the children's independent time on task; and (3) to teach fifth-grade LLD children to act as tutors in the nursery kindergarten LLD classes. In pursuing these goals, six workshops were planned and implemented. Inservice training and evaluation were conducted throughout the practicum. Upon completion of the practicum appreciable gains were made. An average of 86.3% IEP goals were presented. Three- and four-year-olds increased independent time on task from an average 3 minutes to an average of more than 5 minutes. Five-year-olds increased their average independent time on task from 4 minutes to 9 minutes. The average percent of skills mastered by the tutors was 64.7%. IEP goal presentation and increased time on task were successfully met. The projected behavior for the tutors was partially met. A four-page list of references and data tables conclude the document. (CL)

Descriptors: *Cross Age Teaching; *Individualized Education Programs; Intermediate Grades; *Language Handicaps; *Learning Disabilities; Preschool Education; *Time on Task; *Tutoring

ED271925 EC190234

Implementation of a School/Home Based Model to Promote Effective Management of Problem Behaviors Exhibited by Preschool Handicapped Children.

Caldwell-Fifer, Edith
May 1985
130p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC86

The project was designed to develop, implement, and evaluate an effective management system to modify and reduce inappropriate behaviors exhibited by preschool handicapped children. The writer (1) provided in-service training to school personnel to increase their expertise and skills in changing behavior, (2) encouraged parent education and involvement in the behavior management process, and (3) initiated a program to decrease the occurrence of inappropriate behaviors demonstrated by preschool handicapped children in the school-home setting. Six teachers, 18 children, and 18 parents participated in the project. As a result of their participation, there was a significant decrease of inappropriate behaviors in the school-home setting. Additionally, the participating teachers indicated an increase in their ability to manage problem behavior. Parents increased their management skills and decreased their level of frustration. Analysis of the data collected at the completion of the project indicated that achievement of the goals and objectives exceeded the projected percentages. (A two-page list of references, a profile for behavior management, observation charts, target behavior plans and logs, behavior management questionnaires for teachers and for parents, behavior management inservice evaluation forms, and a handbook for the individual behavior management program are appended.) (Author/CL)

Descriptors: Behavior Change; *Behavior Modification; *Behavior Problems; *Disabilities; *Parent Education; *Preschool Children; Preschool Education; Program Effectiveness

ED271723 CS008481

Increasing Sight Vocabulary in Grades 1, 2, and 3 through Cross-Age Tutoring and Game Strategies.

Levine, Sally F.
Jan 1986
87p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC86
Target Audience: Teachers; Practitioners

A practicum addressing (1) elementary school students' need to increase their sight vocabulary, (2) their needs for self-esteem, (3) their individual learning differences, and (4) the practical difficulties of providing additional practice time and personnel to teach is described in this guide. The introduction of the guide discusses the community in which the school is located and the role and responsibilities of the reading specialist-author of the

(cont. next page)

practicum, while the second section documents the problems and needs of the remedial reading students in the primary grades, and explores research pertaining to these problems. The third section discusses anticipated outcomes and evaluation instruments, presenting the goals of the program: to increase the sight vocabulary of those students enrolled in the program, and to determine if participation in this word recognition program affected reading attitudes of the participants. The fourth section describes the selected solutions to the sight vocabulary problem, specifically a cross-age tutoring program that employed game strategies in three to four sessions per week. Training of the student tutors as well as the testing procedures are also described. The last section presents the results of the program, which indicate that tutored students did master the sight vocabulary they were expected to learn, although standardized and more formal tests did not show significant changes. Positive responses to the program from teachers and students are also discussed in this section, as are recommendations for future cross-age tutoring programs. Appendixes include a teachers' sight word list/test, and a tutored students' postprogram questionnaire. (HTH)

Descriptors: *Cross Age Teaching; Elementary Education; *Peer Teaching; Practicums; Program Evaluation; Reading Improvement; *Reading Instruction; Remedial Reading; *Teaching Methods; *Tutorial Programs; *Vocabulary Development; *Word Recognition

---

ED270612 CE044561

Using Cost/Contact Hour for Comparing Productivity between Two Adult Education Programs.

Dyer, Alice F.

Mar 1985

27p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIENOV86

Adult and continuing education programs use an established accountability system that includes an expectation of productivity, whereas other educational programs focus accountability on attainment of stated goals and objectives. As education addresses economic constraints by combining educational programs, these differences in accountability expectations will require a system amenable to the intent of the total program, thereby involving all of the funding agencies. This study compares the productivity measure of cost per contact hour between two educational programs where one program operates by the productivity expectation and the other does not. The 28 Vocational Education Act (VEA) Adult Consumer and Homemaker Education projects (without the productivity expectations) are compared to 28 projects in the Adult Education Act (AEA) Program, which uses the cost per contact hour productivity expectation. In order to determine whether the AEA project's cost-effectiveness is significantly lower, the project costs were divided by the total contact hours generated in fiscal year 1984 for the 56 projects. The two-tailed independent t-test, at the .05 level of significance, shows that the difference in cost per contact hour between the two programs is statistically significant. The program with the productivity expectation operates at a significantly lower cost per contact hour. The results have assured the development of expectation for productivity in the VEA adult program. A system is now being developed that includes an adjusted cost per contact hour, an established standard for teacher output, and a designated cost factor to cover program costs. (Author/KC)

Descriptors: *Accountability; *Adult Education; Adult Students; Consumer Education; *Cost Effectiveness; Educational Finance; Home Economics; *Outcomes of Education; Postsecondary Education; *Productivity; *Program Costs; Program Effectiveness; School Effectiveness; Vocational Education

Identifiers: *Contact Hours

ED270226 PS015860

On Site Training and Programming for Family Day Care Homes.

Rose, Madeline

1985

132p.; Ed.D. Practicum, Nova University. Several pages in appendix contain small, broken print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT86

Target Audience: Practitioners

The purpose of this practicum was to develop an on-site training program for latchkey family day care home providers. Practicum objectives were to (1) develop a pilot project involving three family day care homes in Pinellas County, Florida; (2) assist caregivers in meeting the annual training requirements; (3) design and implement, on-site, a caregiver's training program; (4) help caregivers plan and implement activities meeting children's developmental needs; (5) establish on-site training programs in all the latchkey family day care homes in Pinellas County; and (6) develop a system of evaluation to measure the effectiveness of the training program. As a result of the on-site training program, the caregivers were able to meet their annual training requirement. Related materials are appended. (Author/RH)

Descriptors: *Child Caregivers; Early Childhood Education; *Employed Parents; *Family Day Care; *Infants; *Inservice Teacher Education; *Latchkey Children; Program Development; Program Effectiveness; Program Implementation

ED270225 PS015859

Incorporating African Culture in the Early Childhood Environment.

Shareef, Intisar

1986

165p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT86

Target Audience: Practitioners

This practicum addressed the need for an African Studies curriculum guide for early childhood education by developing 30 activities which could be integrated into the practical life, language, geography, art, and music areas of child care centers. Practicum goals were to (1) develop a curriculum guide of age appropriate learning activities for teaching about Africa; (2) conduct on-site inservice teacher training sessions to familiarize staff with the guide and assist in developing materials; (3) assess implementation of the guide via a checklist; and (4) pre- and posttest the children receiving instruction. During the implementation process teachers developed materials and integrated them into their settings. Children worked with the materials and showed appreciable gains in knowledge and positive attitudes about Africa. Lesson plans are included in the appended related materials. (Author/RH)

Descriptors: *African Culture; *Black Culture; Black Education; *Black Youth; *Curriculum Development; *Day Care; Early Childhood Education; *Learning Activities; Lesson Plans

Identifiers: California (Oakland)

ED270209 PS015832

Organization of an Inter-College Network for Community College Early Childhood Teacher Educators in Pennsylvania.

Peterson, Judith A.

Dec 1985

243p.; Ed.D. Practicum, Nova University. Several tables contain small type.

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT86

Target Audience: Practitioners

The goals of this practicum were to organize a state network and to increase communication among early childhood educators in 2-year colleges in Pennsylvania; to increase public awareness as the teachers defined their mission, evaluated their programs, and articulated program goals; and to formulate guidelines specifying minimum content for early childhood teacher educator programs in community colleges. At the conclusion of the practicum, community college teacher educators had (1) organized a state affiliate of the American Association of Community College Early Childhood Educators (PA ACCESS); (2) increased the frequency of meetings and communication among early childhood teacher educators at community colleges in Pennsylvania; (3) conducted informal assessments of the results of an evaluation conducted at Reading Area Community College (RACC); (4) designated appropriate marketing techniques based upon recruitment and retention needs of participating community colleges; (5) improved transfer agreements with 4-year institutions located near individual members' areas; (6) increased services and communication to local private and public preschools; and (7) formulated program guidelines acceptable to educators in Pennsylvania to outline the minimum content needed to provide a balance of theory and experience. Half the document consists of appendices, which include a reference list, a draft for review of guidelines proposed by the National Association for the Education of Young Children for early childhood education programs in institutions granting associate degrees, RACC's program handbook, and the constitution of PA ACCESS. (RH)

Descriptors: *Community Colleges; Early Childhood Education Educational Objectives; *Educational Quality; Guidelines; *Networks; Program Evaluation; Program Improvement; Standards *Teacher Education; *Teacher Educators

Identifiers: *Networking; *Pennsylvania

ED270208 PS015831

Implementation of an Infant/Toddler Inservice Program for Dayhome Staff and Parents.

Harmon, Geraldine

Aug 1985

126p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT86

Target Audience: Practitioners

This practicum involved an effort to improve the quality of infant/toddler care and education in a family dayhome setting. An attempt was made to increase the dayhome administrator's and parents' knowledge of infant/toddler development, age appropriate curriculum/material selection and parent/school communication. Direct observation of family dayhome programs, perusal of available lesson plans, and administration of a needs assessment survey revealed parents' desires to be actively involved in the dayhome program in ways that accommodated both the dayhome's needs and the lifestyles of the parents. Four intensive inservice sessions were conducted. Each session had an independent study and supplemental reading component which permitted the participant to set and meet individual goals. The inservice sessions covered infant/toddler development, assessment and age appropriate curriculum/materials selection, health, nutrition, and the

(cont. next page)

importance of play and fostering parent/caregiver partnerships. Each session was supplemented with three follow-up newsletters designed to provide the parent with child development information and home activities presented at each inservice session. Practicum evaluation data indicated that the intervention resulted in increased provision of developmentally appropriate learning experiences in the dayhome setting. Sample forms, observation sheets, lesson plan, newsletters, and inservice session agendas are appended. (Author/RH)

Descriptors: *Child Caregivers; Early Childhood Education; *Family Day Care; *Infants; *Inservice Teacher Education; Learning Activities; Media Selection; *Parent Education; Parent Workshops; Staff Development; *Toddlers

---

ED270207 PS015830

Training Elementary Teachers To Use Music Therapy Activities for Social Skill Promotion.

Alexandra, Celene A.
1985
133p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT86
Target Audience: Practitioners

The purpose of this practicum was to train 20 elementary teachers to do therapeutic music activities designed specifically to promote social skills in elementary school children. A five- part seminar series was presented over a 10-month period. The goals of the practicum were (1) to improve the teachers' knowledge of intervention techniques and music therapy; (2) to expand the teachers' ability level to include the application of music activities for teaching, remediating, and practicing social skills; and (3) to promote teachers' awareness of the emotional impact of these highly sophisticated yet simple activities. Central to reaching these goals was the necessity of making teachers competent, comfortable, and confident in providing their students with structured opportunities to learn and practice pro-social/affective skills. The instructional strategy guiding the seminars was primarily experiential, that is, learning through doing. Evaluation data suggested that the practicum was successful. (RH)

Descriptors: Elementary Education; *Elementary School Students; *Elementary School Teachers; *Humanistic Education; *Inservice Teacher Education; *Interpersonal Competence; *Music Therapy; Remedial Instruction; Self Concept; Special Education; Stress Variables

---

ED270206 PS015829

Training of Unskilled Child Care Providers: An In-House Program to Overcome Management's Financial Constraints.

Adams, Brian
1986
106p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT86

An in-house staff development program was designed and implemented for unskilled child caregivers employed at Tiny Tots Educare Academies, Inc., a privately owned and operated child care center located in Ellenton, Florida. Employees had little knowledge of child development and other topics related to early childhood education and, therefore, could not independently plan, prepare, and implement a total preschool curriculum. Inservice education classes were held for 3 hours two evenings per week for 10 weeks. Topics covered were child growth and development, curriculum design/learning environment, behavior management, the law and children, health and nutrition, classroom and program management, history and background, parental relations, safety and children, staff relations, first aid, and CPR. To help staff assimilate the information provided, an experienced, qualified child care professional was hired to advise, observe, and teach the participants after training. Results of the practicum study seem to indicate that management/ownership can effectively conduct a portion of their own inservice program. Trainees' posttest scores for cognitive outcomes were markedly higher than their pretest scores. No definite conclusion could be drawn about changes in trainees' professional attitudes or career and goal orientations. Related materials are appended. (RH)

Descriptors: Check Lists; *Child Caregivers; Classroom Observation Techniques; *Day Care; Early Childhood Education; Educational Objectives; *Inservice Teacher Education; Personnel Evaluation; Pretests Posttests; *Private Education; Questionnaires; *Staff Development; *Teacher Improvement; Tests

---

ED270173 JC860313

The Causes of Student Absenteeism in Community College Classes.

McCutcheon, Lynn E.
1 Mar 1986
23p.; Abbreviated version of an Ed.D. Major Applied Research Project report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

(cont. next page)

Geographic Source: U.S.; Virginia
Journal Announcement: RIEOCT86

In an era of declining enrollments, it is vital to identify potential causes of absenteeism and implement strategies for reducing it. A study was conducted at the Annandale Campus of Northern Virginia Community College (NVCC) to identify factors related to absenteeism. A survey instrument listing 51 reasons for missing class was developed and distributed to 416 students attending social science classes during fall 1985. Students were asked to indicate the extent to which each reason accounted for their absences during the quarter. Study findings, based on 402 usable responses, identified six factors affecting student attendance: (1) negative perceptions of the professor and the course; (2) irresponsible pursuit of leisure; (3) fatigue associated with excessive socializing; (4) low attendance incentives; (5) potential academic dropout; and (6) external responsibilities. Based on study findings, recommendations were made for dealing with absenteeism, including shorter courses, frequent role calling and testing, and immediate feedback on tests and projects. Additional recommendations were also developed including personalizing courses, offering rewards for attendance and sanctions for absenteeism, and providing two or more sections of the same course on the same day. The survey instrument is appended. (EJV)

Descriptors: *Attendance; *Attendance Patterns; Community Colleges; Factor Analysis; School Surveys; *Student Attitudes Two Year Colleges; *Two Year College Students

Identifiers: *Northern Virginia Community College

ED270171 JC860311

The Development of a Plan to Integrate Microcomputers into a Curriculum Program.

Digby, Kenneth E.
29 Aug 1985
46p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEOCT86

The development of adequate educational programs to provide relevant instruction to train students who will be able to compete for the computer-related jobs of the future requires an understanding not only of the curriculum development process, but also of the capabilities of the computer as an instructional device, the different instructional strategies that may be employed, and considerations in selecting computer hardware and software. To assist in the development of a curriculum plan for incorporating microcomputers into classroom instruction at Fayetteville Technical Institute, a model for curriculum development was adapted to the specific features of the college and a literature review was conducted to develop a checklist of necessary actions and decisions. The curriculum development framework and the resulting checklist focused on the following interactive elements: (1) a possible educational activity is identified; (2) a decision is made to proceed; (3) objectives are identified and refined; (4) a suitable format is designed, considering issues related to hardware, software, personnel needs, instructional methods, scheduling, individualization of instruction, student/instructor roles, and evaluation criteria; (5) the format is fitted into larger institutional patterns; (6) the plan is put into effect; and (7) the results are measured and appraised. (RO)

Descriptors: Computer Literacy; Computer Oriented Programs; Computers; *Curriculum Design; *Instructional Development; *Microcomputers; *Program Design; *Program Implementation; Technical Institutes; Two Year Colleges

Identifiers: Fayetteville Technical Institute NC

DIALOG File 1: ERIC _ 66-92/FEB.

ED269142 PS015766

The Development and Implementation of a Program to Insure the Continuity of Parent Classroom Participation from Head Start to Kindergarten.

Perez, Mary Ann

Jun 1985

47p.; Practicum Report, Nova University. Paper presented at the Annual Training Conference of the National Head Start Association (13th, Portland, OR, April 1-5, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP86

Target Audience: Practitioners

The goal of this practicum was to continue parent classroom participation from Head Start to kindergarten. Questionnaire data indicated that, while 27 percent of parents volunteer regularly in Head Start, only 8 percent volunteer regularly in kindergarten. To increase parent participation in kindergarten, Head Start parents and kindergarten teachers attended workshops designed to train and motivate participants to work effectively together. Objectives of the practicum were met: Head Start parents and kindergarten teachers made a written commitment to increase parent participation in the kindergarten classroom. Appended are (1) the parents' questionnaire; (2) the kindergarten teachers' questionnaire; (3) a checklist of ways parents can participate in the kindergarten classroom; (4) a form assessing kindergarten teachers' intentions regarding parent participation; (5) a questionnaire for former Head Start parents with children currently in kindergarten; (6) findings; (7) suggestions for increasing parent participation in kindergarten; (8) and a school readiness checklist. (Author/RH)

Descriptors: *Educational Improvement; *Kindergarten; Motivation; *Parent Participation; *Parent Workshops; Primary Education; *Teacher Workshops; Training

Identifiers: *Continuity; *Project Head Start

ED269132 PS015751

The Development and Implementation of a Modified Language Experience Approach to a Reading Program for the Pre-Operational Child.

Long, Diane D.

May 1984

62p.; Practicum Report, Nova University, 1984.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP86

Target Audience: Practitioners

A Piagetian, language-experience approach to the early teaching of reading to normal young and older developmentally delayed preoperational children was developed. The approach was discussed in a specially-developed manual which was field tested by 42 teachers among 390 children in 16 school systems in several states and in Canada. Subjects were preponderantly residents of suburban communities in the United States, white or black, 3 to 5 years of age, and students at public schools. Specific goals of the practicum were to acquaint the teacher of preoperational children with the developmental characteristics of such children and with the theories, purposes, and procedures of an expanded version of the language-experience approach. The manual also provides complete lesson models including ready-to-use follow-up activities for the teacher, practical management and record keeping techniques, and models to help teachers explain development in Piagetian terms to parents and administrators. Project evaluation data indicate that the approach was effective in beginning the reading process among preoperational children of all ages (2 through 12 years). Teachers using the manual found it to be clear and helpful. Questionnaires used in evaluating the practicum are appended, along with enthusiastic comments made by teachers who had used the manual. (Author/RH)

Descriptors: *Early Reading; Field Tests; Foreign Countries *Guides; *Instructional Development; Instructional Material Evaluation; *Language Experience Approach; Piagetian Theory; Preschool Children; Preschool Education; *Program Implementation

Identifiers: Canada; *Preoperational Thought; United States

ED269098 JC860247

The Use of the Language Usage Section of the Differential Aptitude Test as a Predictor of Success in Freshman Level English Courses.

Digby, Kenneth E.

4 Mar 1986

18p.; Ed.D. practicum, Nova University.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIESEP86

The admissions process at Fayetteville Technical Institute (FTI) currently relies on high school class rank, prior academic performance, and an admissions interview for placement. Faculty concern about students' writing ability prompted a review of the placement test program, which resulted in a recommendation to include a measure of grammatical achievement in the admissions test battery. A study was conducted to examine the feasibility of using the Language Usage section of the Differential Aptitude Tests (DAT) as an admissions screen and placement tool. The test was administered to 79 students enrolled in fall 1985 associate degree freshman English classes. Test scores were compared to final course grades, revealing a statistically significant difference between the test scores of the successful and the

(cont. next page)

unsuccessful students. The study showed that all scores over 45 (of 50 possible) resulted in a course grade of C or better, while 87% of the scores between 35 and 44 resulted in a C or better. Based on study findings, an expectancy table was developed for admissions counselors to use as an additional tool for the placement of students with deficiencies in English grammar and it was recommended that the Language Usage subtest of the DAT be included in FTI's admissions test battery. (Author/EJV)

Descriptors: Admission (School); *Aptitude Tests; College Students; Community Colleges; Grades (Scholastic); *Language Usage; *Predictor Variables; Screening Tests; *Student Placement; Test Use; *Test Validity; Two Year Colleges; *Writing Skills

Identifiers: *Fayetteville Technical Institute NC

ED269047 JC860189

Determination of Student Willingness to Take Afternoon Classes and Class Time Preference.

Sworder, Steve
Apr 1986
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIESEP86

A study was conducted to determine what proportion of Saddleback College (California) students were willing to take afternoon classes and their preferred class times. A random sample of 2,600 students registering for the spring 1986 semester was asked to complete a questionnaire. Study findings, based on 1,308 usable responses, included the following: (1) 58.8% of the sample indicated that they were willing to take afternoon classes; (2) males and females showed equal willingness to take afternoon classes; (3) students under 20 years of age were the group least willing to take afternoon classes; (4) the majority of the students interested in afternoon classes preferred 3 unit courses to be scheduled in two 1.5 hour sessions; (5) 3-hour class sessions were most popular with students in their 30's, 40's, and 60's; (6) 1:30-3:00, Monday and Wednesday, or Tuesday and Thursday, was the preferred time slot; and (7) English and mathematics classes were most often requested for inclusion in the afternoon schedule. Based on study findings, it was recommended that more afternoon general education and transfer courses be included in the schedule of classes. The survey instrument is included. (Author/AYC)

Descriptors: Community Colleges; Courses; Questionnaires; *School Schedules; School Surveys; *Student Attitudes; Two Year Colleges; Two Year College Students

Identifiers: *Saddleback College CA

ED268926 HE019294

A Comparison Study of Five Music Appreciation Textbooks. Curriculum and Program Planning.

Reitenour, Steve
17 Jul 1984
28p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Virginia
Journal Announcement: RIESEP86

Five music appreciation textbooks were compared for selection purposes at Liberty Baptist College. The five textbooks were evaluated by the current instructor of music appreciation classes using the "Textbook Evaluation Form" and the "Textbook Evaluation Worksheet," developed by Crumbly and Copeland. The grade-level of the textbooks was determined using "Fry's Readability Program." Selection of the most appropriate textbook was based on the highest average score from the textbook evaluation form. Eight criteria were used to determine the total score: seven from the worksheet and the readability score. "The Enjoyment of Music," by Joseph Machlis, received the highest total score, which resulted in the highest average score as well. It is recommended that this type of textbook evaluation be used when revisions of current textbooks are published and/or when review of the appropriateness of a textbook is needed. Samples of the textbook evaluation form and textbook evaluation worksheet are provided, along with completed forms with ratings of the textbooks. (SW)

Descriptors: *College Programs; Higher Education; *Instructional Materials; *Media Selection; *Music Appreciation; *Music Education; Rating Scales; *Textbook Evaluation

Identifiers: *Liberty Baptist College VA

ED268925 HE019293

The Application of the Gestalt Theory of Learning to the Classical Music Style Periods. Learning Theories and Application.

Reitenour, Steve
17 Jul 1984
18p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Virginia
Journal Announcement: RIESEP86

Students' understanding of musical style periods was assessed at Liberty Baptist College. The investigation was prompted by evidence suggesting that non-music majors who complete a music appreciation course understand a broad

(cont. next page)

overview of music history better than music majors who complete music history courses. Compared to the music history classes, the music appreciation classes tend to more closely follow the Gestalt theory of learning, which involves learning whole concepts rather than individual facts. To determine whether music majors or non-music majors better understood a broad overview of various style periods, a test consisting of 25 multiple-choice items was developed and validated. The test was administered to 37 non-majors after they completed their music appreciation course and to all music majors after they completed the music history courses. It was found that non-music majors understood the broad overview of the style periods better than music majors. The college had been encouraged to require music majors to take a Gestalt-based (overview) course before taking the standard music history courses. The overview musical style periods test is appended. (SW)

Descriptors: *College Instruction; Comparative Analysis; Higher Education; History; *Knowledge Level; *Majors (Students); Musical Composition; Music Appreciation; *Music Education; *Nonmajors; Objective Tests

Identifiers: *Gestalt Psychology; *Liberty Baptist College VA

ED268924 HE019292

A Search for and Evaluation of Computer-Assisted Instructional Programs in Music for Use at Liberty Baptist College: Societal Factors Affecting Education.

Reitenour, Steve
27 Aug 1984
32p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); REVIEW LITERATURE (070)
Geographic Source: U.S.; Virginia
Journal Announcement: RIESEP86

The current use of high technology in music instruction was surveyed, and music-related computer programs appropriate for Liberty Baptist College were recommended. Information on 59 programs was gathered and submitted to a panel of three music instructors, who selected 10 programs for further evaluation. A Courseware Evaluation Sheet was used to rate the 10 programs. The programs can be divided into four main areas (music theory, band, choir, music appreciation). The 10 subcategories are: music in theory and practice, mode drills, aural skills trainer, polywriter, marching band show design, micro-brass series, Pyware charting aid system, the uniform master, octavo filing system, and music lover's guide series. A listing of the programs according to the score ratings was submitted to the chairpersons of the Department of Music and Art and the Division of Fine Arts so that they might implement one or more of the programs. A list of seven commercial and three noncommercial music computer software programs, including addresses, is provided, along with the author of each program and the cost. A sample Courseware Evaluation Sheet is included for each of the 10 programs, along with scores on separate items and total rating for each program. (SW)

Descriptors: *College Instruction; *Computer Assisted Instruction; *Courseware; Higher Education; *Instructional Material Evaluation; *Media Selection; *Music Education; Rating Scales

Identifiers: *Liberty Baptist College VA; Software Evaluation

ED268736 EC182340

A Program to Inform and Change Negative Attitudes about Special Education.

Humphries, Barbara B.
Aug 1985
113p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP86
Target Audience: Administrators; Practitioners

This report describes attempts to inform regular elementary teachers about the needs of handicapped students and to change negative attitudes about special education. Informal staff workshops addressed legislation, common characteristics of handicapped students, and successful techniques for incorporating students with various disabilities into the classroom. Student assemblies were designed to enhance understanding of disabilities through simulation activities. A peer assistant program was also instituted. Eighty-seven percent of the staff participated in the program, and most found the workshops interesting and informative. The peer assistnat program was favorably accepted by staff and students. Appendices include the survey instrument, results of the survey, and sample newsletters. (CL)

Descriptors: *Disabilities; Elementary Education; Inservice Teacher Education; Knowledge Level; *Mainstreaming; Simulation ; *Special Education; *Student Attitudes; *Teacher Attitudes; Teacher Workshops

ED267960 SE046482

Providing Human and Material Resources to Remediate and Enrich Math Skills of Second Grade Students.

Beluschak, Elaine Burns
1985
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG86

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

This practicum involved finding a solution to the problem concerning the lack of time classroom teachers had in providing remedial or enrichment mathematics activities for students in grade 2 of a Lee County, Florida elementary school. The target populations was a second grade class that consisted of an average of 23 public school students. Goals of the study were: (1) to provide human and specific material resources to remediate and/or enrich mathematics skills of target students; (2) to have parents of target students become involved with the mathematics remediation/enrichment of their children; and (3) to increase the number of students having a positive attitude toward mathematics. These goals were met by having parents become involved in mathematics "make-and-take" workshop activities, utilizing cross-age tutors, using parent volunteers, and compiling a collection of remedial/enrichment activities for students to use at school and at home. All of the target students received increased remedial/enrichment help in mathematics. All of the target students had parents become involved in some manner with the mathematics remedial/enrichment activities. By the end of the implementation period of the practicum, 100 percent of the students indicated a positive attitude toward mathematics. (Author/JN)

Descriptors: Attitude Change; *Elementary School Mathematics ; *Enrichment Activities; Grade 2; Individual Differences; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Parent Participation; Primary Education; *Remedial Mathematics; *Student Attitudes; Tutorial Programs; Tutoring

Identifiers: *Mathematics Education Research

ED267932 PS015748

Improving Basic Skills in Low Achieving Kindergarten Students through Supervised Learning Centers.

Keller, Carol
1985
80p.; Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG86
Target Audience: Practitioners

Because low achieving kindergarten children attending a neighborhood school in the South Area of the Dade County Public School System were experiencing difficulty during independent work periods, a practicum study was designed to improve their basic skills by providing closely supervised visual, manipulative, language, and listening activities. Goals of the practicum were: (1) to significantly improve cognitive learning in a selected group of low achieving kindergarten students; (2) to improve students' independent work skills and their use and care of materials; and (3) to promote a positive attitude toward learning. To achieve these objectives a closely supervised learning center was set up in the kindergarten classroom. All practice and reinforcement activities conducted in the center were directly related to basic skills concepts being taught. Positive methods of recording and rewarding good performance were developed, and cognitive growth was monitored by pre- and posttesting of grade level basic skills. Observational data was collected to determine growth in affective behavior. Findings indicate that performance standards were met for all goals of the practicum. Evidence was found of significantly increased learning, as well as growth in independent work skills and affect. Appended materials include the parent survey, the skills assessment instrument, the survey for kindergarten and first grade teachers, and other materials related to the study. (Author/RH)

Descriptors: Basic Skills; *Individualized Instruction; *Kindergarten Children; *Learning Activities; *Learning Centers (Classroom); Learning Problems; *Low Achievement; Primary Education; *Tutoring; Volunteers; Volunteer Training

---

ED267813 IR051474

Development of a Strategic Plan for the Harold B. Lee Library: A Model for the Library Public Services.

Ostler, Larry
Jun 1985
209p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG86

A study was undertaken to develop a strategic plan for the Information Services Division of the Harold B. Lee Library (HBLL) at Brigham Young University (Utah). A secondary purpose of the study was to produce a model for strategic planning for public service units of academic libraries in Utah. A questionnaire was sent to administrators of member libraries in the Utah College Library Council (UCLC) to determine their interest in having a strategic planning model for their libraries. Data were gathered over a period of three and a half months from a planning group and subjected to basic descriptive statistical techniques. The study resulted in a strategic plan for HBLL and a planning model for the UCLC libraries. Both the plan for the division and the model were developed by using strategic planning activities: (1) identifying the mission; (2) analyzing the environment; (3) identifying current programs; (4) applying Stiener's WOTS-Up analysis; (5) developing goals and objectives in support of the mission; (6) identifying strategies; and (7) developing the plan. This document includes an introduction; a review of the related literature; descriptions of procedures and methodology; presentation of results; and interpretation, conclusions, and recommendations. A five-page bibliography and extensive appendices are included. (Author/THC)

Descriptors: *Academic Libraries; Higher Education; *Library

(cont. next page)

Planning; Library Research; *Library Services; *Long Range Planning; *Models; Position Papers; Research Methodology; *Statewide Planning; Statistical Analysis
Identifiers: *Brigham Young University UT

ED266963 SE046475
An Investigation of the Success Rates of Older Versus Younger Students Placed into College-Preparatory Mathematics on the Basis of ACT Scores: Politics, Law and Economics of Higher Education.
Martel, Henry J., Jr.; Mehallis, George
Feb 1985
25p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL86
Target Audience: Practitioners

This study sought to determine whether there would be any relationship between age and success for students arbitrarily placed in "college-preparatory" beginning algebra on the basis of the ACT mathematics score. The study was conducted during the first term of 1985-86 at Broward Community College, in Florida. A list of 78 students placed in the course was provided by the registrar. A chi-square analysis was used to determine any significant difference between success in the course and age (under 20 versus 20 or older). Separate chi-square tests were used to determine any differences between success in the course and sex, and success and race. No significant difference was found between success in the course and age. Furthermore, no significant differences were found between success and race or success and sex. Recommendations for additional research were included. (MNS)

Descriptors: *Algebra; *Black Students; *College Mathematics ; Educational Research; Higher Education; *Mathematics Curriculum; Mathematics Instruction; Remedial Instruction; *Sex Differences; *Testing
Identifiers: *Mathematics Education Research

ED266953 SE046465
The Implementation of a Science Lab for Elementary Schools K-3.
Robinson, Irene S.
Aug 1985
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJUL86
Target Audience: Practitioners

A program for remediating science illiteracy among primary level students is offered in this publication. A practicum was designed to address the lack of science teaching and student science experiences at the Marian Boyd School in Warrentown, North Carolina. Priorities included in-service education for teachers, a science laboratory for students, and effective utilization of available resources. Problem areas and probable causes were identified and solution strategies were offered. It was anticipated that implementation of the program would result in improvement of teacher attitudes and competencies in science and science instruction, development of hands-on science learning centers, and student mastery of science process skills. Data and findings reveal that the major program goals were met and that program continuance would be assured. (ML)

Descriptors: *Elementary School Science; Experiential Learning; *Inservice Teacher Education; Models; Primary Education; *Program Implementation; Science Education; *Science Instruction; *Science Laboratories; *Science Programs ; Science Teachers; Scientific Literacy; Skill Development
Identifiers: *Hands on Experience; Science Education Research

ED266738 HE019108
Marketing Strategies Used to Promote Master of Business Administration Programs in Colleges and Universities in the Middle Atlantic Region.
Sable, Paul F.
Jul 1985
294p.; Applied Research Project for partial fulfillment of requirements for the Doctor of Education Degree, Nova University.
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: DISSERTATION (040); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL86

Enrollments in Masters of Business Administration (MBA) programs and the use and effectiveness of marketing techniques for managing MBA enrollments were investigated in 1984. A 94-item questionnaire completed by 56 MBA programs offered at colleges and universities in the Middle Atlantic States addressed administration, awareness of marketing and strategies, student services, and enrollment trends. Newspaper advertising and direct mail were used by more than one-half of the programs. Less than one-half of the administrators had any qualifications for marketing. Additional findings include: 49% of the MBA programs in the region had enrollment decreases, and 51% had enrollment increases in the past 3 years; 51% of the respondents predicted that their own enrollment would remain stable, 25% that it would decrease, and 24% that it would increase; 51% predicted that overall demand for the MBA degree would decrease; 67% predicted that the competition for students would increase. It was concluded that: (1) there was little use of marketing to manage enrollment; (2) the

(cont. next page)

marketing concept was not in use in program design and management; (3) student needs and wants were not the focal point of programs and services; and (4) marketing was an activity initiated in response to enrollment decline. A four-page bibliography, the questionnaire, and sample cover letters are appended. (SW)

Descriptors: Advertising; *Business Administration Education ; Educational Demand; Enrollment Projections; *Enrollment Trends; Geographic Regions; Higher Education; *Marketing; Mass Media; *Masters Degrees; Program Administration; Public Relations; Questionnaires; School Surveys; Student College Relationship; Student Needs; *Student Recruitment; Technical Assistance

Identifiers: *United States (Mid Atlantic States)

ED265973 PS015642

Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.

Schnobrich, Janice
Jul 1985
58p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN86

This paper describes a social studies unit which addresses the problem of cultural dissonance in black, inner city kindergarten children who enter school without adequate classroom social interaction skills. In order to avoid using extensive academic time to orient children toward cooperative behavior and discipline procedures throughout the school year, step-by-step intervention program to promote prosocial behavior is offered. The program consists of modeling by an authority figure, practice of modeled behavior, video taping of the practice, and viewing the video tapes on a weekly basis for a period of ten weeks. Procedures for implementing the curriculum unit, as well as its setting, general goals, objectives, solution strategy, and calendar for implementation, are described in the body of the paper. A final chapter gives results, conclusions, and recommendations. (Author/DST)

Descriptors: Behavior Problems; *Black Youth; Discipline; *Inner City; Interpersonal Competence; *Kindergarten Children Modeling (Psychology); *Primary Education; *Prosocial Behavior ; Social Studies; *Student Behavior; Units of Study

ED265972 PS015641

The Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.

Martin, Beverly Barber
1985
82p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN86

This paper addresses the issue of incorporating creative thinking and problem solving techniques into an established teacher education methods course for prospective preschool teachers. The project's goals were (1) to increase students' knowledge and understanding of the value of creative thinking skills; (2) to provide group exercises using the four basic elements of divergent thinking; and (3) to evaluate students' application of creativity principles in their written assignments. The verbal and figural sections of the Torrance Tests of Creative Thinking and an evaluative survey questionnaire developed by the author were used to assess students' creative behaviors. Using a course alteration method, ideational strategies were integrated into all aspects of the child development methods course. After completing the

(cont. next page)

implementation, the evaluation instruments were analyzed: results from the creativity exercises indicated that 85% of the students showed gains in one or more of the divergency factor areas of the TTCT scales. From the evaluation survey questionnaire, 95% of the students rated the ideational strategies infomative and enriching. The results of the creativity practicum and the conclusions and recommendations of this report are discussed. (Author/DST)

Descriptors: Cognitive Style; *Creative Thinking; Critical Thinking; Divergent Thinking; Early Childhood Education; Higher Education; Methods Courses; *Problem Solving; *Program Improvement; *Teacher Education Curriculum; *Teaching Methods

Identifiers: Torrance Tests of Creative Thinking

ED265971 PS015640

Make More Time for Laughter in a Preschool Setting.

Hamlin, Barbara B.

Sep 1985

100p.; Practicum Report, Nova University. Best available copy.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN86

Based on the idea that laughter and humor are basic components of a healthy childhood, this practicum paper emphasizes the concern that preschool programs have become too academic and are creating stress for children. Similarly, adults in preschool settings, pressured by parents and public school academic expectations, have become too serious in their work with children. The goals of the practicum were to create, plan, implement, and evaluate a program that would unite parents, children, and staff in a serious effort to find ways to initiate humor and laughter into the preschool educational experience. Components of the practicum included developing a preschool environment that was more conducive to laughter, giving children more flexibility in a less teacher-controlled classroom, helping teachers to be sensitive to humor, encouraging parents to find ways to extend childhood through play and laughter, developing a file of humorous incidents, and developing a list of appropriate children's books that stimulate laughter. Results indicate that (1) the implementation of the program brought a lively environment into the preschool setting; (2) staff members and parents were helped to understand children's humor; (3) young and old were encouraged to use laughter with preschool children; and (4) staff and parents became aware of the age differences in children's humor responses. Following conclusions and recommendations given at the close of the paper, extensive appendices provide sample evaluation instruments, outlines for parent/staff seminars, and a children's book list. (Author/DST)

Descriptors: Childhood Needs; Comedy; Creativity; *Curriculum Development; Educational Environment; *Humor; Lesson Plans; Personality Traits; *Preschool Children; Preschool Education; *Program Development; *Stress Management

Identifiers: *Laughter

ED265924 PS015492

Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.

Haley, Virginia

1985

177p.; Practicum Report, Nova University.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN86

This practicum report describes an attempt to correct the inadequacies and improve the volunteer program in the Lower School of the University School of Nova University. The revised program endeavored to satisfy teachers and volunteers by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers. Additionally, the scope of the program was expanded to include volunteer activities that could be done at home, so that all interested persons could be involved. To achieve these aims, a needs assessment survey was administered to Lower School teachers; prospective volunteers' interests and skills and preferred type of time commitment were identified; parent volunteers meeting teachers' needs were recruited; orientation sessions for teachers and volunteers were planned and conducted; the program was supervised and maintained; and an evaluation component was developed and administered. Outcomes indicated that the revised and expanded parent volunteer program was a positive experience for both staff and volunteers. Teachers stated that the use of parent volunteers helped them to enrich the children's experiences. Eighty-two percent of parent volunteers were matched with tasks reflecting their stated interests. Many related materials, such as sample forms, evaluations, field trip guidelines, and public relations materials are appended. (Author/RH)

Descriptors: *Coordination; *Educational Improvement; Elementary Education; Fund Raising; Parents; Parent Teacher Cooperation; Participant Satisfaction; *Program Development; *Program Improvement; Tutors; *Volunteers

Identifiers: *Volunteer Management

ED265713 EC181703

The Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers.

Jones, Renai

1985

155p.; Ed.D. Practicum Report, Nova University.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN86

The practicum focused on the lack of sufficient speech therapy for 90 physically and mentally handicapped infants and preschoolers in a program for developmentally delayed children. Two workshops were conducted and a speech videotape library was established consisting of demonstrations of 49 receptive language goals in developmental order. Videos illustrated how parents or therapists carry out speech goals. Fifteen children, teachers, and parents comprised the evaluation sample. Results from questionnaires, observations/interactional analyses, developmental tests, recording forms, and videotape circulation forms indicated that 100% of the parents and teachers used the tapes, 100% learned how to carry out goals, 100% learned which goals came next developmentally, and 50% of the parents and teachers learned how to simplify goals. In addition, there was a 17% increase in use of proper reinforcers, and 100% of the children progressed in the area of receptive language. (CL)

Descriptors: *Communication Skills; *Developmental Disabilities; Infants; *Language Acquisition; *Parent Education; Parent Role; Program Effectiveness; *Receptive Language; *Speech Therapy; Teacher Role; Videotape Recordings Workshops; Young Children

ED265712 EC181702

The Development and Implementation of a Self-Concept Guidance Program for Severely Language Impaired Students.

Garrett, John Elmore, III
1985
46p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN86

The major goals of the practicum with 12 severely language impaired elementary students were: to increase and enhance the students' low self-concepts, and to reduce absenteeism among the students. A 3-month self-concept guidance program for these students was developed and implemented. Specific guidance activities were conducted in three areas: (1) individual counseling, (2) small group counseling, and (3) classroom guidance sessions. Parent conferences were conducted on a monthly basis. "Good Citizen of the Week" certificates were also earned by the students on a weekly basis at school. After the conclusion of the 3-month guidance program, eight students improved scores of 10 points or higher as measured by a self-concept appraisal inventory. The mean average in self-concept points gained for all 12 students was 20 points. Absenteeism was also reduced among the students by 33%. The teacher of the Severely Language Impaired class stated that the self-concept guidance program had been "very helpful" to her students. (Author/CL)

Descriptors: Attendance; Counseling Techniques; Elementary Education; *Language Handicaps; Program Effectiveness; *Self Concept

ED265033 SE046333

An Examination of Factors Affecting Mathematics Enrollment at Broward Community College, South Campus: Societal Factors Affecting Education.

Martel, Henry J., Jr.; Mehallis, George
Dec 1985
27p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY86

Factors affecting mathematics enrollment at Broward Community College, South Campus (Florida) were examined. An analysis of demographic data reflects a huge population growth for the South Campus area. Increasing numbers of elderly, young professionals, Hispanics, and other minorities will move here primarily from the northeast and Dade County (Florida). Industrial trends indicate that some small, high-technology industries will move into the South Broward vicinity, although the area will remain primarily residential. However, increased mathematical training will be essential for industrial workers to enable them to keep pace with ever changing technology. Recently enacted state legislation has strengthened both secondary and post-secondary mathematics standards, and mathematics enrollment on the South Campus is increasing as students attempt to satisfy new state requirements. College data indicates particularly large enrollments in lower-level mathematical courses, probably due to past neglect and avoidance of mathematics. Students at all levels recognize the need for greater mathematics skills; women (who comprise over half the total enrollment and are well represented in mathematics courses) find the South Campus an acceptable place to obtain training. Three recommendations offered are to increase the number of full-time mathematics instructors, expand the mathematics program, and create an adequately staffed mathematics laboratory. (Author/JN)

Descriptors: *College Mathematics; *Community Colleges; Demography; *Enrollment Influences; *Enrollment Trends; Higher Education; Mathematics Education; *Social Influences
Identifiers: *Broward Community College FL

ED264941 PS015493

Improving the Attendance of Primary Children by Involving Parents in Their Education.

Gilmore, Jacquelynne
1985
96p.; Ed.D. Practicum, Nova University. Some pages may not

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

reproduce well.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAY86

A review of classroom teachers' records of student attendance covering a 2-year period revealed that 18 students in the first grade at Dangerfield Primary School in Fremont, Illinois, frequently did not attend school. Further investigation showed that the parents of the frequently absent children had very little or no contact with the school. The overall goal of this practicum was to develop and increase parental involvement in the education of the primary school child and thereby improve the attendance patterns of the targeted 18 primary students. Strategies implemented in the intervention consisted of providing incentives that attracted both parents and students to school and included personal contact by telephone, home visits, newsletters, and workshops. The need for parents to be involved in the education of their children was constantly reinforced. Absenteeism among the 18 students was reduced by 80 percent. Fourteen of the 18 parents of the targeted students became more involved than previously in the classroom program. Related materials are appended, including forms, survey instruments, parent meeting agenda, and homework activities for parents and children. (RH)

Descriptors: *Attendance; *Elementary School Students; Grade 1; Intervention; *Parent Participation; Parent School Relationship; Parent Workshops; Primary Education; *Student Improvement

ED264940 PS015491
A Cursive Handwriting Skills Program for LD Students To Be Used by Regular and LD Teachers.
McMillan, Ida L.
1985
48p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY86

Many learning disabled students attending Avocado Elementary School in Homestead, Florida, were unable to write legibly when taught with available cursive handwriting programs. To redress the problem, a complete, sequential cursive handwriting program was devised for use with learning disabled and other students. The program combined tracing and behavior modification techniques and was continued for 9 months. Of all students included in the program, 75 percent in the second grade and 100 percent in the third grade were able to produce average or above average cursive handwriting samples 80 percent of the time. The remaining 25 percent of the second grade students achieved fair cursive handwriting samples. After intervention, participating students had adequate scores on the five subtests of the Slingerland Screening Test for Identifying Children with Learning Disabilities. A checklist of written expression is appended. (RH)

Descriptors: *Cursive Writing; *Elementary School Students; Grade 2; Grade 3; *Handwriting; Instructional Materials; *Learning Disabilities; Primary Education; Program Effectiveness; *Student Improvement; *Writing Skills

ED264856 IR051344
Developing a Procedures Manual for Using the Innovacq 100 System Effectively and Efficiently.
Cubberley, Carol
20 Nov 1985
8p.; Practicum Report, Doctor of Arts in Information Science, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY86

The installation of an automated acquisitions system, the Innovacq 100, demanded a review and revision of procedures in the Acquisitions Department of the University of Central Florida Library. This practicum report describes the process involved in developing the new procedures. Prior to installation, the old departmental procedures manual and the Innovacq Manual were examined, and new procedures were proposed. After installation, the entire staff participated in developing and writing new procedures. These were revised by the department head, rewritten, and recorded on floppy disks using an Apple IIe microcomputer and Applewriter word processing program. The manual was printed, reviewed, revised, and corrected by all staff. The changes were entered, the manual was indexed, and a copy was printed for each department member. Individual portions were also printed, encased in plastic, and attached to the work stations where they are used. It was recommended that the manual be expanded as new procedures are developed, and revised as procedures change. New printouts are to be made of all affected pages when changes are made and used to replace the superseded pages in all extant manuals. This report comprises the following sections: Introduction; Background and Significance; Procedures; Results; Discussion, Implications, and Recommendations; and a seven-item bibliography. (Author/THC)

Descriptors: College Libraries; *Guides; Higher Education; *Library Acquisition; *Library Automation; *Library Planning; *Library Technical Processes; Program Descriptions
Identifiers: *University of Central Florida

ED264016 PS015494
Increasing Parent Involvement in Home Learning Activities.
Goodall, Joanne D.
Jun 1985
43p.; Practicum Report, Nova University.

(cont. next page)

EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR86

Kindergarten teachers in Anne Arundel County, Maryland, were given a daily schedule to follow which allotted time for teachers to work with large and small groups, but provided no time for individualized instruction. This practicum was planned and implemented to meet the need for individual attention for the 45 kindergarten children attending Glendale Elementary School in Glen Burnie. General goals were to: (1) provide information to parents about skills their child is developing in kindergarten; (2) supply materials for parents so that they can help their child practice those skills at home; (3) encourage discussions and interaction between the parent and child; (4) develop the parent's helping and evaluating techniques; and (5) provide another opening for communication between the kindergarten and the home. The practicum's specific goal was to have 90 percent of the parents participate in supervising their children's involvement with home learning activities. Almost 95 percent of the parents and children participated. The parents indicated that the shared activities helped them know which skills their child was learning in class, encouraged discussion between the parent and child about schoolwork, helped the parent to help the child, and aided the parent in judging the child's progress. Various forms and a sample home learning activity are appended. (RH)

Descriptors: *Home Programs; *Individual Instruction; *Kindergarten Children; *Learning Activities; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education

Identifiers: Maryland (Glen Burnie); *Parent as a Teacher

ED263952 JC850603

Development of a Cost-Effective Model That California Community College Districts Can Use to Compare Their Costs with Those of Similar Districts.

Stetson, Nancy E.
Jul 1985
140p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (040); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR86
Target Audience: Administrators; Practitioners

A project was undertaken to develop a model for establishing normative costs and budget guidelines for California's community colleges. The model was developed using adaptations of microcomputer software and tested using data from the Chancellor's Office of the California Community Colleges and from the Marin Community College District (MCCD). Conclusions drawn regarding MCCD included the following: (1) compared with similar districts in 1982-83, MCCD exhibited wider differences in its ratios to total operating costs for costs of instruction and instructional services, and maintainance and operations, than it exhibited in its ratios to total operating costs for costs of student services, and general services; (2) MCCD experienced a .71% change in average daily attendance from 1977-78 to 1982-83, while similar districts experienced a 9% to 10% change; and (3) compared with other districts, MCCD exhibited a 2% to 28% larger ratio of assignable square feet to average daily attendance, which may have influenced MCCD's cost of maintenance and operations. The study results showed the model to be a cost effective way for community college districts to compare their costs with similar districts on an average basis. The study report includes a review of related literature, a description of the model, and data tables exhibiting comparative financial statistics. (EJV)

Descriptors: *Budgets; *Community Colleges; *Comparative Analysis; *Computer Oriented Programs; Cost Effectiveness; *Educational Finance; Models; Operating Expenses; Program Costs; *School District Spending; Two Year Colleges

Identifiers: *California

ED263833 HE018878

A Study of Societal Factors Which Have Influenced Adults to Withdraw from the Business Administration Curriculum at Fayetteville Technical Institute. Societal Factors Affecting Education.

Brum, Joseph, Jr.
24 May 1983
27p.; Doctoral Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEAPR86

Reasons why students studying business administration withdrew from Fayetteville Technical Institute (North Carolina) were examined. Questionnaires mailed to a random sample of 30 former students were completed by 26 dropouts who had been enrolled at the institute during 1981-1982. Responses from 26 students were classified as nonsocietal or societal (i.e., elements of influence that are external to the institution). The most frequently stated societal reasons for not returning to business administration included transfer to another college, change in job requirements, and change in career plans. The most frequent nonsocietal reasons were financial problems and desire for time off. There was no significant difference in withdrawal reasons for students who had completed two as opposed to three consecutive quarters. The findings correlate strongly with similar studies found in the literature. A followup study to identify action that will reduce the impact of nonsocietal factors and assure maximum retention of qualified business administrative curriculum

(cont. next page)

students is recommended. The questionnaire is appended. (SW)

Descriptors: *Business Administration Education; *College Students; *Dropout Research; Higher Education; Questionnaires *Student Attrition; *Technical Institutes; *Withdrawal (Education)

Identifiers: *Fayetteville Technical Institute NC

ED263832 HE018877

Effects of Computer-Assisted Instruction on Students' Final Grades. Applied Educational Research And Evaluation.

Brum, Joseph, Jr.
18 May 1983
32p.; Doctoral Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEAPR86

The effect of computer-assisted instruction versus the traditional lecture method on final grades was compared with two groups of students taking two business organization classes at Fayetteville Technical Institute. Thirty-two students attended four 1-hour lectures per week (the control group), while 38 students received computer-assisted instruction for four 1-hour classes each week (the experimental group). The control group consisted of 17 freshmen and 15 sophomores, while the experimental group consisted of 23 freshmen and 15 sophomores. Both groups, who had the same instructor, were administered pre- and post-tests, which consisted of 25 multiple choice and 25 true and false statements that were selected from the instructor's manual. It was found that, on the average, students who received computer-assisted instruction achieved a significantly higher grade point average than students who received lecture material in the traditional manner. (SW)

Descriptors: Business Administration Education; *College Instruction; College Students; Comparative Analysis; *Computer Assisted Instruction; *Grade Point Average; Higher Education; *Lecture Method; Teaching Methods; Technical Institutes

Identifiers: *Fayetteville Technical Institute NC

ED263718 EC180988

A Teacher Training Program for the Management of Hyperactive Children.

Lopez, Gil
1984
49p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR86

The practicum was designed to determine if teachers' skills in the area of hyperactivity management could be significantly increased by providing a series of in-service training workshops. The training program was aimed at increasing knowledge about the causes of, and programs associated with, hyperactivity, and also at promoting feelings of competence on the part of the teachers in managing these students in the classrooms. A series of six workshops were implemented in a parochial school over a period of 3 months. Two teachers in each grade (1-8) and several special subjects teachers attended the bimonthly workshops. Results of the workshops indicated a significant increase in the terms of knowledge and perceived level of competence and increased skills in the area of hyperactivitiy management on the part of the teachers. At least 80% of the participants reported feeling more capable of handling hyperactive students and 90% indicated that they were more aware of the needs and problems of these children. Project needs assessment and evaluation forms are appended. (CL)

Descriptors: *Hyperactivity; *Inservice Teacher Education; *Knowledge Level; Program Effectiveness; *Teacher Attitudes; *Teacher Workshops

ED263490 CG018647

A Plan to Reduce Referrals for Psychological Evaluation in the South Central Area of Dade County Schools. Practicum Report.

Trushin, Barbara Y.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
4 Jun 1985
128p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR86
Target Audience: Practitioners

This practicum report presents a plan to reduce referrals for psychological evaluations in the schools in Dade County, Florida. Three goals of the plan are identified: (1) to reduce the backlog of referrals in three elementary schools; (2) to improve the placement rate of those students who are referred; and (3) to help teachers identify children who might qualify for programs, understand state criteria for placement, and learn alternatives to testing for special education. Chapter I describes the community in which the project was implemented. Chapter II provides a description of the problem along with documentation, gives an analysis of the causes, and shows the relation of the problem to the literature. Chapter III states the anticipated outcomes and describes evaluation instruments used and the plans for analyzing results. Chapter IV discusses and evaluates possible solutions, justifies the solution selected, provides a calendar plan for implementation, and reports on the actions taken, including the conducting of three teacher in-service workshops at the target elementary schools. Chapter V presents the results of the project, conclusions, and recommendations. Appendices contain an organizational chart; referral packet forms; a map of the project area; school reports from the target schools; an analysis of open cases; data on the Exceptional Student operations; the Teacher's Handbook for Special Education; and sections on specific learning disabilities, emotionally handicapped students, and the educable mentally handicapped. Workshop forms and a list of counseling services in the project area are also given. (NRB)

Descriptors: *Elementary Education; Inservice Teacher Education; Program Development; Program Effectiveness; *Program Implementation; *Psychological Evaluation; Special Education; *Student Evaluation; *Student Needs; *Teacher Workshops
Identifiers: Dade County Public Schools FL

ED262917 PS015454

A Staff Development Program to Increase Teacher Competency in Mathematics Education for the Early Years.

Halperin, Dora
1985
274p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR86

This practicum addressed the problem of inadequate teacher preparation in the area of learning theory, content, and methodology related to mathematical instruction of children attending a private child care center in Oakland, California. The general goal of the study was to plan, implement, and evaluate a staff development program to increase teacher competency, while increasing interest and enthusiasm in teaching early childhood mathematics and promoting planned and systematic implementation of mathematical experiences for children. Basic information about early concepts and the developmental facts about the child's acquisition of each specific concept were provided in a teacher handbook titled, "Young Children's Mathematics - A Handbook for Teachers in Child Care Centers and Preschools." The handbook also offered examples of formal and informal opportunities to foster concept formation. Also, to assist teachers in the preparation of planned mathematical experiences, an activity file was prepared. Requiring extensive and active staff participation, these materials were employed during the 12 weeks of program implementation. Evaluation data indicated that participants increased their knowledge of mathematical content and their ability to plan and present mathematical activities to young children. Furthermore, participants succeeded in involving parents in the mathematical learning experiences of their children. Related materials are appended, including evaluation instruments, the handbook, and the activity file. (RH)

Descriptors: Curriculum Development; Early Childhood Education; *Inservice Teacher Education; Instructional Materials; *Learning Activities; *Mathematics Education; Mathematics Instruction; Mathematics Skills; Parent Teacher Cooperation; Program Descriptions; Staff Development; *Teacher Improvement; *Teaching Guides
Identifiers: *California (Oakland)

ED262913 PS015449

Accelerating the Development of Oral Language of Children of Low Socio-economic Status.

Farrar, Elizabeth B.
1985
92p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR86

Within the purview of a Chapter One Basic Program, this practicum initiated a 3-month intervention in oral language

(cont. next page)

development for minority group first grade students with language differences and delayed speech who attended Gove Elementary School, Belle Glade, Florida. Goals for students included extension of mean length of utterance (MLU), and growth in general cognitive ability. Goals for the school and the program were: an increase in awareness of the relationship between oral language development and reading and an awareness of the need for a developmental program in oral language. Intervention involved various activities, including rhythms and movement, dramatization, language experience, and sentence patterning. Evaluation data showed an extension of MLU of nearly 34 percent, a growth in function words of 42 percent, and an overall growth in Piagetian seriation, numeration, and discrimination tasks of 19 percent. As a result of the intervention, plans were made to modify the Chapter One Basic Compensatory Program to include language experience and oral language components. Related materials are appended, including diagnostic material such as the Sentence Repetition Technique; Piagetian tasks of discrimination, seriation, and numeration; and descriptions of activities, including Magic Circle, Getting Ready, dictating the shared conversation, sentence patterns, ball rhythms, categories, reading lips, and spontaneous group talk. (Author/RH)

Descriptors: *Cognitive Development; Compensatory Education Economically Disadvantaged; *Elementary School Students; Grade 1; *Language Acquisition; Learning Activities; Migrants; *Minority Groups; *Oral Language; Primary Education; Program Development; *Reading Difficulties

Identifiers: *Florida (Belle Glade); Mean Length of Utterance; Piagetian Tasks; Sentence Repetition Task (Anastasiow and Hanes)

ED262912 PS015448

Identification of Restrictive Computer and Software Variables among Preoperational Users of a Computer Learning Center.

Kozubal, Diane K.
Aug 1985
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR86

While manufacturers have produced a wide variety of software said to be easy for even the youngest child to use, there are conflicting perspectives on computer issues such as ease of use, influence on meeting educational objectives, effects on procedural learning, and rationale for use with young children. Addressing these concerns, this practicum aimed to identify restrictive computer and software variables which increase the need for adult assistance, fail to complement the young child's mental schema, or limit spontaneous interaction. Data were collected on the availability of computer experiences away from school, use at home, and parental attitudes toward the inclusion of computers in an early childhood curriculum. Kindergarten children were observed at a computer learning center during a regularly scheduled free choice activity period. Observational data were collected on grouping characteristics, time on task, software operations, user interactions, sensory response manipulations, requests for assistance, and restrictive variables. The practicum revealed a need to coordinate contemporary philosophies of education with professional censure and the technological expertise of programmers, and to develop modified programs for young children which incorporate picture menus, consistent keyboard formats, uncluttered screens, error accounting, and contemporary letter/numeral configurations. (Author/RH)

Descriptors: Classroom Observation Techniques; Cognitive Ability; *Computer Software; *Coordination; *Design Requirements; Display Systems; Kindergarten; *Kindergarten Children; Parent Attitudes; *Student Behavior; Student Needs; Teacher Behavior

Identifiers: Preoperational Thought; *Software Design

ED262911 PS015447

Resolving the Improper Use of Computers at a Selected Elementary School by Providing Computer Training for Teachers.

Rodriguez, Irene
Sep 1985
124p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR86

In order to keep pace with society's involvement in computer use, schools must prepare students to live and work in a society that uses computers in nearly all aspects of life. The general goal of this practicum was to develop, implement, and evaluate a plan to develop the proper use of computers in a selected school. A total of 21 primary teachers participated in a 10-month computer training in-service program. The in-service program focused on the use of the computer in the educational setting, basic computer concepts and languages, available educational software, and hands-on experience. It was anticipated that this in-service would increase the amount of time spent on computer education, increase the participants' knowledge of computers, and enable participants to demonstrate the proper use of computers in the educational setting. Evaluation data indicated that standards of performance were met for all objectives. Related materials are appended, including outlines of all 20 training sessions. (Author/RH)

Descriptors: Computer Assisted Instruction; *Computer Literacy; *Course Descriptions; *Elementary School Teachers; Guidelines; *Inservice Teacher Education; Primary Education; *Program Descriptions; Videotape Recordings

Identifiers: Computer Uses in Education; *Florida (Tampa)

ED262867 PS015362

Implementation of a Videotape Program for Regular Classroom Teachers Involved in Mainstreaming.

Patrylo, Carole A.
Apr 1985
103p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR86

A 20-minute-long videotape program, intended for regular classroom teachers involved in mainstreaming, was developed and implemented to meet in-service needs of elementary school teachers in Cherry Hill, a township in Camden County, New Jersey. Included in the videotape program were an explanation of Public Law 94-142; an overview of the decision process and preparation needed to mainstream a student; a discussion of issues that regular teachers felt should be addressed prior to and during the mainstreaming process; a panel discussion involving three regular elementary teachers and a special education teacher; and a bibliography for teachers citing books and articles concerning aspects of mainstreaming. Goals of the practicum were to survey regular elementary classroom teachers about specific issues that should be addressed in the mainstreaming process; to develop and implement the in-service videotape program; to reduce teacher fear and reluctance to accept a mainstreamed student; and to evaluate the effectiveness of the program. Aproximately 50 teachers viewed the videotape and responded to pre- and posttest measures of attitude and knowledge. Results suggest that exposure to the videotape program produced significant changes in the attitude and understanding of the participating teachers. (RH)

Descriptors: Attitude Change; Bibliographies; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Mainstreaming; Program Development; Program Effectiveness; Program Evaluation; Questionnaires; Scripts; *Teacher Attitudes; *Videotape Recordings

Identifiers: New Jersey (Cherry Hill)

ED262848 JC850566

An Examination of the Goals of Incoming Students at Kirkwood Community College.

Koefoed, Julius O., Jr.
Oct 1985
102p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); DISSERTATION (041)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEMAR86

As part of an effort to understand and reduce an unacceptable attrition rate at Kirkwood Community College (KCC) in Iowa, a study was conducted to determine students' reasons for coming to the college. All 584 students who applied for admission to KCC in winter 1984 were mailed a copy of the Student Goals Inventory, an instrument which assesses students' career, personal, social, academic, cultural, and community development goals. Study findings, based on responses from 133 of the applicants who actually enrolled, included the following: (1) the three career goal statements selected by students with the greatest frequency all related to acquiring and improving occupational skills; (2) with respect to personal development, the goal of "develop self-worth and confidence" was rated highest by almost all respondent sub-groups; (3) the number one social development goal selected by the students was "interact with people of various ages and backgrounds"; (4) "learning more about my field of interest" was the most highly ranked academic goal; (5) "pursuit of avocational interests" and "development of skills and interests for leisure time" were the highest ranked cultural development goals; and (6) the most highly ranked community development goal involved learning more about "the system." The study showed that students were interested in career development, yet not in participating in student organizations. They were also interested in interacting with groups of various ages and backgrounds, but not in learning more about different ethnic and minority groups. A five-page bibliography is included, and the survey instrument is appended. (EJV)

Descriptors: Community Colleges; Objectives; Occupational Aspiration; Questionnaires; School Surveys; *Student Characteristics; *Student Educational Objectives; Student Evaluation; Two Year Colleges; *Two Year College Students

Identifiers: *Kirkwood Community College IA

ED262311 CG018546

School Psychology Consultation: A Successful Model for the Non-Public School.

Langenthal, Stuart F.
1985
106p.; Ed.D. Practicum, Nova University. Some appendices may be marginally reproducible because of faint type.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR86

This report describes a model which was implemented in Broward County, Florida for the provision of psychological services in non-public schools. The major goals of the model are identified: (1) to increase teachers' awareness of types of academic/behavioral difficulties in need of assessment; (2) to increase parents' awareness of available services; (3) to provide evaluations of 14 youngsters; and (4) to provide follow-up consultation. The problems faced by private schools,

(cont. next page)

especially the need for student assessments, are discussed, and a literature review traces the trends in school psychology over the years. Program evaluation is described and two types of evaluation data, enumerative and process, are explained. A consultation model of school psychology is outlined and a step-by-step assessment paradigm is reviewed. The results, conclusions, and recommendations of the program are discussed. The appendices contain needs assessment forms and data tables, an evaluation of objectives chart, a summary of enumerative data, and a dissemination package for school psychology consultation. (BL)

Descriptors: Children; *Consultation Programs; Counselor Role; Educational Assessment; Elementary Education; *Models; *Private Schools; *Program Evaluation; Psychological Services *School Psychologists

---

ED261800 PS015361

Development and Implementation of a Study Guide for a Program of Prenatal, Child Development and Parenting Information Designed for the Practitioner's Use with the Pregnant Teenager.

Sloane, Risa
May 1985
196p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB86
Target Audience: Counselors; Practitioners

The goal of this practicum project was to develop a curriculum resource guide for social workers or counselors that addressed the particular needs of pregnant teenagers wishing to continue attendance at their regular schools. The guide, titled "A Facilitator's Guide for Pregnant Students," provides practitioner information concerning prenatal care and childbirth, the newborn child, and child development and parenting, as well as resource lists of films, filmstrips, visual aids, books, manuals and pamphlets, and student handouts. Field testing among practitioners and administrators/directors indicated that the guide was well received and considered valuable. Survey instruments and the guide are appended to the practicum report. (RH)

Descriptors: *Adolescents; Birth; Child Development; Child Rearing; Counselors; Curriculum Guides; Early Parenthood; *Instructional Materials; *Parenthood Education; *Parenting Skills; Pregnancy; *Pregnant Students; Resource Materials; Social Workers

Identifiers: *Prenatal Care

ED261799 PS015360

Providing Education to Child Care Instructors: Matching Children's Learning Activities to Cognitive Development.

Desjardins, Margaret M.
1985
105p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB86
Target Audience: Practitioners

Child care instructors and their aides at the Good Shepherd Day Care Center, Punta Gorda, Florida, were taught skills needed to develop classroom activities matching the cognitive development of 3- and 4-year-old children. Through a program of in-service activity in child growth and development, instruction was provided to enable teachers to more effectively match learning styles to individual learners. Training also included on-site visits to help set up a stimulating environment. Participants increased their knowledge of child growth and development and their use of learning/interest centers in the classroom setting. Appended to the report are questionnaires used to determine child caregivers' educational levels and instructional practices, to assess caregivers' knowledge of child growth and development, and to evaluate the effectiveness of the workshop series. Also appended are a list of materials recommended for workshops on child growth and development; content outlines of the workshop series; an observation guide for evaluating learning centers; a list guiding caregivers in denoting the values for children of learning/interest center activities; suggested play court patterns; activities promoting motor ability and perceptual-motor development; and reading hints for parents. (RH)

Descriptors: *Child Caregivers; *Child Development; *Cognitive Style; *Day Care; Early Childhood Education; Educational Environment; *Inservice Teacher Education; *Learning Centers (Classroom); Motor Development; Playgrounds Postsecondary Education; Preschool Children; Preschool Teachers; Staff Development; Teacher Workshops

---

ED261798 PS015359

Inservice Training in Special Education for Classroom Teachers - Kindergarten through Grade 3.

Howze, Wendell M.
1985
185p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB86

A core group of pre-kindergarten through fourth-grade teachers and staff at a private day school were given in-service training to meet the special education needs of students. Training aimed to prepare personnel to identify students with mild handicaps, refer more severely handicapped

(cont. next page)

students for diagnosis, and teach students with special education needs. Staff receiving training were to serve other school personnel as resources. The in-service program aimed to increase participants' knowledge about special education, improve faculty and staff attitudes toward special education in the regular classroom, and lead participants in the development of a program manual for special education. Instruction was provided in 12 training sessions, each 45-minutes in duration, held twice weekly for 6 weeks. It focused on screening procedures and assessment techniques, mental retardation, learning disabilities, emotional disturbance, speech and language disorders, hearing impairment, visual impairment, giftedness, mainstreaming, and a review of current research in special education. In addition, participants were trained to conduct peer training and collegial supervision. Evaluation data indicated that practicum objectives were attained. Appended are instruments used to gather data, a 100-item test of knowledge about special education, outlines of each training session, a summary statement of myths and facts about each exceptional condition, and a general outline of the special education procedures manual. (RH)

Descriptors: Cognitive Tests; Disabilities; Guides; *Identification; *Individual Needs; *Inservice Teacher Education; Kindergarten; Peer Teaching; Postsecondary Education; Primary Education; Questionnaires; *Referral; *Special Education; Staff Development; Teacher Attitudes; *Teacher Improvement

---

ED261724 JC850509

A Long Range Plan for the Future Development of Fayetteville Technical Institute with Special Reference to Community Needs Assessments.

Brum, Joseph, Jr.

1984

120p.; Ed.D. Major Applied Research Project, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: DISSERTATION (040); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEFEB86

During January 1984, Fayetteville Technical Institute (FTI) conducted a community assessment survey throughout Cumberland County to assess the knowledge, perceptions, and opinions about FTI of community residents, businesses, and high school students. Three survey instruments were designed to answer eight research questions: (1) what are the educational plans of community residents for the next five years; (2) how do people learn about the college, its offerings, and programs; (3) how frequently are community residents in contact with FTI; (4) what factors influence community residents to enroll or not enroll at FTI; (5) what are the factors influencing high school students' enrollment decisions; (6) are current FTI marketing strategies encouraging students to enroll; (7) are the educational needs of businesses, institutions, and government in the county being fulfilled; and (8) are there any noticeable differences between the responses of high school juniors and seniors. Surveys were mailed to 1,752 county residents, and 220 businesses, firms, and government agencies; and distributed to 893 high school juniors and seniors. The study report includes a literature review, information on the methods and findings of the survey, interpretations, conclusions, and recommendations. The survey instruments are appended. (Author/EJV)

Descriptors: College Planning; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes *Educational Needs; Long Range Planning; Needs Assessment; Questionnaires; Technical Institutes; Two Year Colleges

Identifiers: *Fayetteville Technical Institute NC

ED260914 SE045954

An Analysis of a Low-Stress Algebra Class Designed for "Math Anxious" Community College Students: Learning Theory and Applications.

Martel, Henry J.; Mehallis, George

1 Feb 1985

20p.: D.Ed. practicum, Nova University.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN86

Target Audience: Practitioners

This study sought to determine the effectiveness of augmenting instruction of "math-anxious" community college algebra students with a counselor. The control group, with about 25 students, was comprised of students in Term I (August-December 1984) who received algebra instruction in the traditional lecture method. The experimental group, also with about 25 students, contained students in Term I who were primarily self-identified as "math-anxious" and received counseling throughout the term in addition to the standard lectures. No significant difference was found between scores on the final examination, a standard college-wide test. The two groups performed about equally throughout the term. However, some success for counseling was indicated by the fact that even though experimental students had a lower grade point average, more control group students actually failed the course. Six recommendations are included. (MNS)

Descriptors: *Algebra; *College Mathematics; Community Colleges; *Counseling; Educational Research; Higher Education *Mathematics Anxiety; *Mathematics Instruction; Sex Differences; *Teaching Methods

Identifiers: *Mathematics Education Research

DIALOG File 1: ERIC _ 66-92/FEB.

ED260743 JC850451
A Needs Assessment of Entry-Level Competencies for Modification of an Auto Body Repair Curriculum.
Borremans, Robert T.
7 Feb 1985
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJAN86

A needs assessment was conducted to determine job tasks relevant for entry-level auto body repairers as a basis for updating the Auto Body Program at Blackhawk Technical Institute (BTI). A survey was mailed to 86 local auto body shops, asking employers to rank 149 tasks in 11 duty areas in terms of importance and frequency performed. Study findings, based on a 37% response rate, revealed the following: (1) entry-level personnel were mainly involved in the repair and refinishing of auto body parts; (2) tasks within the duty areas of "handtools," "painting," "straightening," and "major body parts" accounted for 80% of the tasks rated as most important; (3) tasks related to the repair or replacement of auto components or systems were among the lowest rated; (4) the data confirmed the importance of general education to an auto body curriculum; (5) the single task rated as the most important and most frequently performed was from the duty area, "establish rapport with co-workers and customers." Based on study results, curriculum modifications were recommended with respect to content, sequence, and general education components. A literature review and the questionnaire are included. (LAL)

Descriptors: *Auto Body Repairers; *Community Colleges; Community Surveys; *Curriculum Development; Educational Needs *Employer Attitudes; *Job Skills; Needs Assessment; Questionnaires; Two Year Colleges; Vocational Education
Identifiers: Blackhawk Technical Institute WI

ED260607 HE018556
Developing a Problem-Solving Approach to Teaching Physical Therapy Skills. Curriculum Development.
Dunkle, Sondra E.
Oct 1982
43p.; Doctoral Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN86
Target Audience: Practitioners

A minicourse that uses a problem-solving approach to teach physical therapy skills was developed for the Physical Therapy Program at California State University, Fresno. Clinical supervisors and faculty helped to identify competencies and write behavioral objectives, and physical therapy students provided input to help design the minicourse. An extensive literature search determined approaches used by other allied health programs to incorporate problem-solving into the curriculum. Once written, the terminal objective and enabling objectives became the basis around which the remainder of the course evolved. The minicourse was designed to be taught over two Saturdays, or 15 hours. The target audience was junior and senior physical therapy students, plus clinical supervisors. The completed minicourse has been approved by department faculty, clinical supervisors, and students. Feedback from participants should be obtained at the conclusion of the course to help faculty determine how to implement problem-solving within the overall curriculum. Appendices provide: course objectives; course outline with time schedule; minicourse subject topics; objectives for specific topics (e.g., anatomy and kinesiology); and teaching strategies for each topic, including possible media, learner activity, and teacher activity. (Author/SW)

Descriptors: Allied Health Occupations Education; *Behavioral Objectives; *Clinical Teaching (Health Professions); Course Objectives; *Curriculum Development; Higher Education; *Minicourses; *Physical Therapy; *Problem Solving; Teaching Methods
Identifiers: *California State University Fresno

ED260606 HE018554
Use of Mastery Learning Approach in Allied Health Programs: Emergence of Higher Education.
Dunkle, Sondra E.
Dec 1984
40p.; Doctoral Practicum Paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070); EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN86

Disadvantages and advantages that physical therapy and allied health programs have encountered in utilizing a mastery learning approach are identified, based on a literature review and questioning of health educators. Recommendations concerning the implementation of this approach at California State University, Fresno are offered, along with a time table for the post-baccalaureate curriculum. Experiences with mastery learning by the following disciplines are covered: physical therapy, nursing, medicine, and social work. The following problems (and effective solutions) are considered: time commitment for developing a mastery learning curriculum, faculty resistance to change and lack of knowledge about developing learning packages, costs to produce modules, registration problems, and difficulties in measuring all unit objectives on one unit exam. Advantages of mastery learning include: competencies and standards for mastery are preset and

(cont. next page)

clear; the use of competencies encourage faculty to develop relevant learning experiences; faculty spend less time lecturing and become resource persons and managers of educational processes; and increased frequency of testing provides feedback and redirects learning efforts. A comparison of mastery learning and competency based education on various components is included. (SW)

Descriptors: *Academic Standards; *Allied Health Occupations Education; Comparative Analysis; Competency Based Education; Curriculum Development; *Educational Objectives; Higher Education; Learning Modules; *Mastery Learning; Mastery Tests Medical Education; Nursing Education; *Physical Therapy; Social Work; Teacher Attitudes

Identifiers: *California State University Fresno

ED259794 JC850428

A Study of the Relationship between Iowa Community College Personnel's Post Industrial Society Orientation and Their Perceptions of Characteristics of Quality in Community Colleges.

McCright, Gerald J.

1985

128p.; Major applied research project for Ph.D., Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Iowa

Journal Announcement: RIEDEC85

A study was conducted to investigate the relationship between perceptions of the future environment of community colleges and perceptions of quality in community colleges among Iowa community college personnel. Questionnaires were mailed to a random sample of 181 community college professionals, requesting them to rate a series of statements according to their importance as indicators of quality at community colleges and to assess the likelihood of 53 future events/conditions and their impact on community colleges. Study findings, based on a 61% response rate, included the following: (1) there was no significant relationship between the future orientation of the respondents and their ranking of the 29 indicators of quality in community colleges; (2) there was no significant relationship between respondents' employment status, age, or sex and their perception of quality in community colleges; and (3) approximately 16% of the respondents had a post-industrial/service orientation toward the future, 16% had a post-industrial/self-reliant orientation, and 66% had no orientation toward the future. The survey instruments and a literature review on conditions of decline in higher education, organization theories, characteristics of community college quality, future studies, and employee expectations are included. (LAL)

Descriptors: Administrator Attitudes; *College Faculty; *Community Colleges; *Educational Quality; *Educational Trends ; *Futures (of Society); Questionnaires; State Surveys; Teacher Attitudes; Two Year Colleges

ED259236 CG018337

Establishing a Group Counseling Program for Elementary School Children Who Have Experienced Parental Divorce.

Goldstein, Alan

1985

64p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEDEC85

This practicum report describes a counseling program established in the school setting for young children who have experienced parental divorce. Chapter I describes the Merrytown Energyville Regional School System, New Jersey, in which the program was established and notes the author's role and responsibilities. Chapter II presents the results of a survey conducted to establish the need for counseling services and identifies six causes for the lack of counseling services for children of divorced parents. A literature review on the effects of divorce focuses on three areas: psychological effects, school-related issues, and specific interventions. Chapter III states the goals and objectives for the practicum and describes the five systems of measurement (i.e., a pre- and post-counseling questionnaire, clinical impressions, parent and teacher comments, and attendance records) used to evaluate the divorce counseling program. Chapter IV summarizes three possible solutions to the lack of counseling services for children of divorced parents and details the eight group sessions conducted during the practicum. Chapter V highlights the results of the program in relation to the criteria established earlier. Conclusions, general recommendations, recommendations for dissemination of the results, and a reference list and brief bibliography are provided. The five appendices contain the survey instrument used in establishing the need counseling services, the pre- and post-counseling questionnaire for children, sample letters to parents or guardians, and a summary of the eight group activities. (KGB)

Descriptors: Counseling Effectiveness; *Counseling Services *Divorce; Elementary Education; *Elementary School Students; *Group Counseling; Needs Assessment; Practicums; Program Descriptions; *Program Development; Program Evaluation; *Student Needs

ED259164 CE041854

An Analysis of Secondary Teacher Attitudes towards Competency Based Education: Vocational Instructors versus Non-Vocational Instructors. Societal Factors Affecting Education.

MacFarland, Thomas W.

(cont. next page)

Jul 1985
31p.; Practicum paper, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC85

This investigation was conducted to determine whether or not a difference in attitude towards competency-based education exists between vocational instructors and non-vocational instructors. The investigation was conducted by distributing a 15-statement survey to the 140 faculty members at Coconut Creek High School, Coconut Creek, Florida. Forty-six of the surveys were returned (32.9 percent); 16 surveys were returned by vocational instructors and 30 surveys by non-vocational instructors. The null hypothesis stated that there would be no significant difference between vocational instructors and non-vocational instructors at the school concerning their attitudes toward competency-based education. Chi-square tests were used to compare data results. A significance level of .05 was used. After analysis of the data, the null hypothesis was confirmed (i.e., both vocational and non-vocational teachers were very much in favor of competency-based education). Based upon the results of this investigation, the following recommendations were made: (1) conduct similar surveys in other Broward County High Schools to broaden the base of the survey; (2) investigate the strength of vocational instructors' convictions towards competency-based education; and (3) investigate the general willingness of vocational instructors to conduct competency-based education inservice programs. (Author/KC)

Descriptors: *Competency Based Education; Educational Needs High Schools; Research Methodology; *Research Needs; *Secondary School Teachers; *Teacher Attitudes; Vocational Education; *Vocational Education Teachers
Identifiers: Florida

ED258730 PS015254
Effective Child Guidance: A Clinician's Guidebook.
Hill, Brent Mathews
[1983
77p.; Developed as part of a Practicum, Nova University. For related documents, see PS 015 131 and PS 015 132.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV85
Target Audience: Counselors; Practitioners

Each chapter of this clinician's guidebook addresses a topic related to preventive mental health interventions with children. The first section discusses preventive services in terms of need, types, four approaches, and rationale. The second section reviews ways to effectively collaborate with the school system and provides discussion to help the clinician understand the school from participants' perspectives. The third section deals with preventive guidance that should and can be administered by a classroom teacher, specifically discussing teacher skills beneficial in developing classroom guidance, suggestions and resources for building needed skills, and guidance programs with which the clinician should be familiar and which the teacher may employ. The fourth section considers the use of the mental health professional in an educational role and discusses ways clinicians can maximize their existing skills and build their teaching skills. The fifth section deals with the practice of mental health consultation, reviewing its preventive nature and discussing types and stages of consultation. Ethical considerations are also briefly addressed. The sixth section deals with community intervention in the preschool population. Reasons for the neglect of the preschool/day care population in mental health promotion work, as well as methods for overcoming such barriers, are presented. The final section deals with specific problems confronting the prevention field, particularly funding and evaluation. Methods of approaching both these problems are outlined, and the importance of expanding the scope of prevention is emphasized. An extensive reference list concludes the document. (RH)

Descriptors: *Consultation Programs; Counselor Role; Counselor Teacher Cooperation; Elementary Secondary Education *Guidance; Humanistic Education; Inservice Teacher Education; Intervention; Postsecondary Education; Preschool Children; Preschool Education; *Prevention; *Psychoeducational Methods; *Teacher Role
Identifiers: *Helping Behavior

ED258715 PS015192
Utilizing Community Resources to Decrease Unsupervised Television Viewing by Kindergarten Children.
Richards, David M.
4 Mar 1985
85p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV85

The goal of this practicum was to teach parents ways to supervise the kinds of television programs their kindergarten-aged children watch and to limit the time they spend watching them. Attempts were made to advise teachers about ways to supplement information provided to parents about educationally sound and appropriate programs for children. The educational intervention for parents consisted of four meetings in which children, parents and teachers participated and interacted with guest speakers from the community and television studios. Discussion focused on data gathering in session 1, on neighborhood programs for children in session 2, on best children's programs on the available channels in

(cont. next page)

session 3, and on individual participant's opinions and feelings about the sessions in session 4. Data were gathered through a Parental Television Questionnaire, a Teacher Television Questionnaire, and a Student Oral Television Questionnaire. Pre-questionnaire results indicated that 80 percent of the kindergarten children devoted a large portion of their time to unsupervised programming. Post-questionnaires were expected to indicate that 80 percent of the respondents curbed television watching and that television programming for students was more closely monitored by parents, faculty, and students. According to post-questionnaire results, positive attitudes toward monitoring television viewing increased by 80 percent. (Author/RH)

Descriptors: Childhood Attitudes; *Community Resources; Early Childhood Education; *Kindergarten Children; Parent Attitudes; *Parent Education; Parent Role; Questionnaires; Supervision; Teacher Attitudes; *Teacher Role; Television Research; *Television Viewing

---

ED258714 PS015191

Implementation of an In-Service Training Program for Teachers and Student Aides in an Infant/Toddler Group Child Care Setting.

Peterson, Judith A.

Jun 1984

155p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV85

Target Audience: Practitioners; Parents

Self-evaluation, director observations and evaluations, parent statements, and a lack of staff-child interaction indicated that a problem existed within an infant-toddler group. A practicum was therefore conducted to improve the quality of care. In 12 workshops, inservice training for teachers and student aides was provided to increase use of observational techniques as a basis for individualization of instruction. Each workshop had an independent study component that permitted the trainee to set and meet individual goals for development. Workshops were designed to increase ability to identify developmental levels, use observational techniques, improve lesson plans and daily schedules, and inform parents about the program. After implementation, pre- and post-evaluation forms, time samples, and needs assessments were compared. Findings showed that lesson plans, activities, and record keeping became more complete and individualized. In addition, caregivers' personal logs reflected an increased understanding of child development and the importance of choosing activities relevant to Piaget's sensorimotor substages. Teachers also initiated more interaction with children, and parents were better informed about the goals and objectives of an infant-toddler program. (Appended materials include staff training guides and the program's handbook for parents.) (Author/RH)

Descriptors: *Child Caregivers; Classroom Observation Techniques; *Day Care; Early Childhood Education; Guidelines; Individualized Instruction; *Infants; *Inservice Teacher Education; Instructional Improvement; Parent School Relationship; Postsecondary Education; *Program Implementation ; Teacher Aides; Teacher Workshops; *Toddlers

Identifiers: *Infant Care

ED258702 PS015132

Effective Child Guidance: An Educator's Guidebook.

Hill, Brent Mathews

[1983

104p.; Developed as part of a practicum, Nova University. For related documentS, see PS 015 131 and PS 015 254.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV85

Target Audience: Teachers; Practitioners

This guidebook is designed to assist educators in becoming more effective child guidance leaders within the school system. Sections discuss the following areas: (1) indicators of current emotional problems; (2) children's common emotional problems, including fears, separation and loss, misbehavior motivations, aggressiveness, stealing, lying, shyness, hyperactivity, hospitalization anxiety, wetting and soiling, and childhood sensuality; (3) predictors of future emotional problems; (4) affective education, specifically considering the DUSO (Developing Understanding of Self and Others) curriculum, "magic circles," classroom meetings, and the building of an affective education program; (5) relaxation training and guided imagery; (6) the role of the mental health professional; (7) guidance activities such as the Georgia Comprehensive Guidance Series, primary guidance activities, role playing, bibliotherapy, and the five faces technique; and (8) professional stress. Aspects considered under this heading are: the relationship between education and stress; dealing with stress; identifying sources of stress; physical needs; relaxation training; time management; support systems; and rethinking in the areas of nonassertiveness, conflicts, and illogical thought patterns. The guidance activities section of the manual includes a list of materials useful for bibliotherapy in the areas of capabilities, death, differences, divorce, cooperation, emotions, fears, family concerns, handicaps, medical concerns, school, and shyness. Illustrative guidance activities are appended. (RH)

Descriptors: Agency Cooperation; Bibliotherapy; Consultation Programs; *Elementary School Teachers; Elementary Secondary Education; *Emotional Problems; *Guidance; Guidelines; Humanistic Education; Inservice Teacher Education; Intervention; Mental Health; Mental Health Programs; Preschool Education; Prevention; Psychoeducational Methods; *Secondary

(cont. next page)

School Teachers; Stress Management; Stress Variables; *Student Needs; *Teacher Role

ED258701 PS015131

Development and Implementation of a Psychodiagnostic Assessment Program for Young Children in a Mental Health Center.

Hill, Brent Mathews
Jul 1983
70p.; Ed.D. Practicum, Nova University. For related documents, see PS 015 132 and PS 015 254.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV85

A clinical peer review of client treatment at the Weber Mental Health Center, a facility serving two Utah counties, was conducted. Gathered from 25 randomly selected charts of clients 8 years of age and younger who were seen during the period 1978-1982 and whose treatment was terminated, data indicated that 28 percent of the sample was improperly in treatment, 60 percent received at least partially inappropriate treatment, and at least 8 percent participated in significantly more than the average number of therapy sessions. To remedy this situation, the practicum described in this report employed a psychodiagnostic assessment program to determine whether services were needed and, if so, to give direction to the early stages of treatment. Major components of the intervention included individual and family interaction assessment and a behaviorally oriented procedure for reporting results to the attending therapist. A total of 10 young children were evaluated during the course of the practicum. Goals of significantly reducing improper and misdirected treatment were achieved. The third objective, reducing the length of treatment, was not met. Staff evaluation of training suggests that psychology interns and mental health staff were successfully trained in the area of early childhood psychodiagnostic assessment. However, instruments found most useful for early childhood assessment are not commerically available. (Author/RH)

Descriptors: Check Lists; *Clinical Diagnosis; Counselor Training; Educational Cooperation; Feedback; Peer Evaluation; Program Effectiveness; *Program Improvement; Projective Measures; *Young Children
Identifiers: Family Systems Theory; *Program Monitoring; *Psychological Assessment

ED258627 JC850340

A Comparison of Starting Wages and Job Satisfaction for Reemployed Dislocated Workers Participating in the Rock County Dislocated Worker Program.

Borremans, Robert T.
11 May 1985
56p.; Ed.D. practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIENOV85

Following the economic recession of the early 1980's and the consequent high levels of unemployment in Rock County, a program was created at the Blackhawk Technical Institute (BTI) to assist dislocated workers reentering the labor force. The Rock County Dislocated Worker Program was intended as a comprehensive program with two principal activities - job search assistance in which all program participants enrolled; and career advisement to which dislocated workers who failed to find new employment after four weeks were referred. A study was later conducted to compare the differences in outcomes, including levels of job satisfaction and starting wages, between workers who had participated in both areas and those who participated only in job search assistance. Questionnaires were sent to 110 participants in job search assistance and to 108 who had taken part in both areas requesting information on the workers' job satisfaction and background information. Study findings, based on responses from 28.7% of the job search group and 50.9% of the career advisement sample, indicated that attitudes on job satisfaction and the starting wages of reemployed dislocated workers were unrelated to the types of services received at BTI. The study includes an examination of the implications of the findings and recommendations. The questionnaire is appended. (HB)

Descriptors: *Career Change; *Career Counseling; Comparative Analysis; *Dislocated Workers; Job Layoff; *Job Satisfaction; *Job Search Methods; Participant Satisfaction; School Surveys Technical Institutes; Two Year Colleges; *Wages
Identifiers: *Blackhawk Technical Institute WI

ED258624 JC850337

A Comparison of Attrition Rates for Three High-Risk Student Populations and the General Student Population at Kirkwood Community College.

Koefoed, Julius O.
6 Jun 1985
36p.; Ed.D. practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Iowa
Journal Announcement: RIENOV85

A study was conducted at Kirkwood Community College (KCC) to determine whether three groups of "high risk" students had a higher rate of attrition than the general student population. The study sought to test whether the three groups identified from an earlier study as being "high risk" in terms of attrition (i.e., students who changed major in the first year of enrollment; students who dropped classes without adding

(cont. next page)

classes; and female students who were non-career majors, part-time, and over 30 years of age) were more likely to become non-persisters than the general student population. A random sample of 252 students was selected from the 38,556 students who had been enrolled at KCC during the three years prior to September 1984. Study findings revealed: (1) the small size of the sample of female, non-career major, part-time, and 30 years of age or older and students who had changed major in their first year precluded meaningful comparison with the general student population; and (2) analysis of additional data indicated that the "high risk" groups were not more likely to become non-persisters than the general student population. (HB)

Descriptors: Community Colleges; Comparative Analysis; Dropout Research; *High Risk Students; School Holding Power; School Surveys; *Student Attrition; Two Year Colleges; *Two Year College Students

Identifiers: *Kirkwood Community College IA

ED258534 HE018492

A Study to Determine the Effects of Two Different Methods of Evaluation on End of Course Grades in College Economics Classes. Theory and Practice of Adult Education Methodology.

Brum, Joseph; Ayers, Boyd

17 Aug 1982

23p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIENOV85

The effects of two methods of testing students on student grades were studied in 1982 with two economics classes that were taught by the same instructor. One class, which involved four 1-hour lectures weekly, received the normal four block-form examinations. The 34 students in this class were the control group. The 36 students in the other class received eight quizzes over smaller amounts of material. End of course grades, pre-test scores, and post-test results were compared at the end of the semester. The study was conducted because business and economics faculty were concerned about low student achievement in all economics classes at Fayetteville Technical Institute. Results showed that both evaluation methods were equally successful with respect to course grades. It is recommended that: course objectives be written; students' attitudes toward the evaluation methods used in economics classes be determined; and that the study be replicated. (Author/SW)

Descriptors: College Programs; *College Students; *Economics Education; *Educational Testing; *Evaluation Methods; *Grades (Scholastic); Higher Education; Low Achievement; *Student Evaluation; Technical Institutes; Two Year Colleges

Identifiers: *Fayetteville Technical Institute NC

ED257588 PS015214

A Program to Improve Teacher Performance in Head Start Classrooms based on a Trainer of Trainers Approach.

Wilmshurst, Ann

Jul 1984

165p.; Ed.D. Practicum, Nova University.

Available from: Los Angeles County Office of Education, 11642 Firestone Blvd., Norwalk, CA 90650 (Appendix F, "Exploring Teaching of Young Children," available separately, $6.50).

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT85

This practicum addressed the need to provide training in basic early childhood education subject areas to Head Start teachers and teacher assistants. A trainer of trainers approach was implemented because of the large number of teachers involved (approximately 1,300 in the Los Angeles County Schools Head Start grantee programs). Goals for supervisors attending the training included increased ability and desire to train staff, increased knowledge of workshop subject matter, and increased commitment to the supervisor role. Features of the three and one-half day training conference included a manual entitled "Exploring Teaching of Young Children," presentation of eight workshops, and a half-day training session focused on improving supervisory skills. Sections of the manual correspond to workshop sessions and focus on exploring the classroom environment, observing children, developing an individual education plan, individualizing the curriculum, choosing and sequencing activities, recognizing the value of play, guiding and supporting children, and using language with children. Almost all the participants used at least some of the material in training teachers, and some presented the full program of lessons to their staff. Related materials are appended, including the conference manual. (Author/RH)

Descriptors: Behavioral Objectives; Curriculum Development; Early Childhood Education; *Inservice Teacher Education; *Preschool Teachers; Program Descriptions; Staff Development; *Teacher Educator Education; *Teacher Supervision; *Teacher Workshops; Training

Identifiers: California (Los Angeles County); *Project Head Start

---

ED257037 CS007958

A Sustained Silent Reading Program Designed for Second Grade to Foster a Positive Reading Attitude and Develop the Reading Habit.

Burkhart, Doris

Dec 1983

109p.; Ed.D. Practicum, Nova University.

(cont. next page)

EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT85
Target Audience: Practitioners

A reading program was developed to motivate 20 second grade children identified as capable, confident readers but who would not read on their own. An interest inventory, a free response interview, and direct observation revealed that the students were in literate school and home environments, but few chose to read independently. A 10-week structured sustained silent reading program was implemented to provide the time, the setting, and the activity to foster independent reading habits in the children. Guidelines were developed for the program to ensure an effective and efficient management system. Motivational strategies were utilized to maintain high interest. The instructor read with the children to assure an exemplary role model, and parents were involved to encourage a good home reading environment. The practicum produced positive results. The children developed long attention spans with print during daily sustained silent reading sessions as measured by direct observation. They exhibited positive reading attitudes and behaviors while engaging in sustained silent reading sessions and related activities as measured by direct observation, a free response interview, an attitude scale, and a parent survey. The collected data supported a relationship between sustained silent reading and the development of positive reading habits. (Author/HTH)

Descriptors: Attitude Change; Family Influence; Grade 2; Motivation Techniques; Primary Education; Program Descriptions ; *Reading Attitudes; *Reading Habits; *Reading Programs; *Sustained Silent Reading
Identifiers: *Reluctant Readers

ED256457 JC850240

An Examination of the Validity of Prerequisites in the Criminal Justice Curriculum at Kirkwood Community College.

Koefoed, Julius O., Jr.
29 Aug 1984
35p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Iowa
Journal Announcement: RIESEP85

A study using students' grades was conducted to examine the validity of the prerequisites for the Criminal Justice Curriculum at Kirkwood Community College (Cedar Rapids, IA). Using transcripts of all students who had enrolled in selected courses targeted as needing prerequisites, a random sample was obtained, tabulated, and analyzed. The study investigated whether the student had taken a recommended prerequisite, and Composition 1 (Grammar and Punctuation) or Composition 2 (Research and Term Paper Writing). Study findings included the following: (1) the majority of the students in the sample were Liberal Arts majors (32.1%), followed by Allied Health majors (21.4%) and Law Enforcement majors (19.0); (2) students who earned a grade of "C" or better in the recommended prerequisite were more likely to get a grade of "C" or better in the targeted course; (3) not taking the prerequisite course did not seem to adversely affect the students' grades as much as taking it and doing poorly; and (4) students who took Composition 1 or 2 did not appear to do significantly better or worse regardless of their final grade outcomes in the composition courses. (AYC)

Descriptors: *Academic Achievement; Community Colleges; *Curriculum Development; Grades (Scholastic); *Police Education; *Prerequisites; *Required Courses; Two Year Colleges; *Writing Instruction

ED256422 JC850198

An Evaluation of the Use of Major Selection to Predict Program Completion Rates of Career Oriented Liberal Arts Programs at Kirkwood Community College.

Koefoed, Julius O., Jr.
26 Jun 1984
38p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Iowa
Journal Announcement: RIESEP85

A study was conducted at Kirkwood Community College (KCC) to assess the role played by students' selection of a major as a predictor of academic success as measured by graduation from a two-year college. The study utilized computerized records and transcripts of students enrolled at KCC during fall 1974 through fall 1980. The records of a sample of 100 randomly selected students (or 0.5% of the approximately 2,000 students enrolled per year in Arts and Sciences) were used to verify credit-course enrollment and to separate students into career-oriented and liberal arts majors. Study findings indicated: (1) 95% of the students were liberal arts majors and 5% were career-oriented majors; (2) urban students were more likely to drop classes than rural students; (3) liberal arts students were more likely than career-oriented students to drop classes; (4) career-oriented students were ten times more likely to graduate in their initial major than were liberal arts students (80% to 7.4%); (5) males comprised 44% of the sample but accounted for 80% of the graduates and 27.3% of males graduated compared to 5.4% of females. Study recommendations include the identification of students most likely to withdraw, particularly part-time, female, and older students, and the establishment of an advising center to aid these and other students. (HB)

Descriptors: *Academic Persistence; *College Graduates; Community Colleges; Educational Attainment; *Majors (Students) ; *Predictive Validity; Predictor Variables; *Student

(cont. next page)

Characteristics; Two Year Colleges; *Two Year College Students
Identifiers: *Kirkwood Community College IA

ED256191 HE018222
A Study of the Academic Achievement, Attrition and Group Reactions of High School Equivalency Students Attending Brandon University.
Colert, Sherril
1984
226p.; Applied research project for the D.Ed., Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: Canada; Manitoba
Journal Announcement: RIESEP85

The academic achievement and attrition of high school equivalency students attending Brandon University, a small undergraduate Canadian university, were studied, as were the students' reactions to college life. The students, who received a high school equivalency certificate after completing the Tests of General Educational Development (GED), were admitted to the university as regular students. For 94 equivalency students who attended the university for at least one term between 1972 and 1984, profiles were developed that covered age, sex, degree program, GED test scores, and participation in academic testing, advisement, and learning skills assistance. Students were administered the Attitude Scale Screening Form A-2 of the Career Maturity Inventory and the Student Reactions to College questionnaire. Based on the findings, it is projected that high school equivalency students who have high GED scores, are female, are over age 26, and are taking nondegree courses are likely to be academically successful. Additional findings and recommendations are presented, along with statistical tables, a literature review, a chronology of the GED, and the study questionnaires. (SW)

Descriptors: *Academic Achievement; Academic Advising; *Academic Persistence; College Environment; *College Students Educational Testing; Grade Point Average; Higher Education; High Risk Students; *High School Equivalency Programs; Learning Strategies; Questionnaires; Scores; Skill Development ; *Student Attrition; Student Characteristics; Student College Relationship
Identifiers: *Brandon University MB; *General Educational Development Tests

ED256111 EC172509
Feeding Workshops for Feeders of Physically Handicapped Infants and Preschoolers.
Jonas, Renai
Mar 1984
103p.; Ed.D. Practicum 1, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP85

This practicum addresses the lack of participation, background knowledge and feeding techniques by parents, teachers and aides (feeders) at the Association for Retarded Citizen's (ARC) preschools and intervention programs in Palm Beach County (Florida). Three feeding workshops were presented to improve knowledge and feeding techniques of parents, teachers, and aides in a preschool program for physically handicapped students. The workshops centered on normal feeding development, abnormal feeding development, and techniques for feeding the physically handicapped child. Thirty feeders completed questionnaires four weeks after the last feeding workshop. One hundred percent of the feeders noted some improvement in the feeders' skills and the child's eating skills, 80% found improvement in all areas listed on the questionnaire, and 54% of the children's skills improved in all areas listed on the questionnaire. The low percentage of improvement in the children's eating skills was attributed to insufficient time allowed for progress to be observable. All the feeders requested future demonstrations and sessions on feeding skills for the physically handicapped. (Author/CL)

Descriptors: *Daily Living Skills; Infants; *Physical Disabilities; Preschool Education; *Teacher Aides; *Workshops

ED256101 EC172099
Development of Early Education Skills for Preschool Deaf/Hearing Impaired Children, Ages Two to Five Years through a Conceptually-Based, Experiential Curriculum Using Total Communication.
Mostertz, Mary J.
12 May 1984
116p.; Paper presented at the Conference of the Delaware Valley Association for the Education of Young Children (Philadelphia PA, May 12, 1984). Ed.D. Practicum II, Nova University (August, 1983).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP85
Target Audience: Teachers; Practitioners

Designed for preschool deaf/hearing impaired children whose developmental abilities range from 18 months through 5 years, this experiential curriculum uses a total communication approach in which language development is promoted in a natural setting. The guide is offered as a framework for teachers to use in developing their own individualized curricula. Approximately 70 sample activities are provided in each of two subject areas: Fall and Transportation. The nature of an experientially based curriculum, language development,

(cont. next page)

and the development of prereading skills are discussed in an introduction. A curriculum flowchart, list of fundamental concepts, conceptual statements, and related vocabulary lists accompany each of the two sets of activities. A general bibliography of three pages is appended. The curriculum was developed at the Nevil Children's Center for Sensory Deficits at St. Christopher's Hospital for Children in Philadelphia. (JW)

Descriptors: Concept Formation; Curriculum Guides; *Deafness ; *Experiential Learning; *Hearing Impairments; Instructional Development; Language Skills; Learning Activities; Prereading Experience; Preschool Education; *Total Communication

Identifiers: Nevil Childrens Center for Sensory Deficits PA Seasons; Transportation Education

---

ED256096 EC172094

Alleviating Auditory Figure-Ground Disability in Kindergarten and First-Grade Children Using Rehabilitative and Nonrehabilitative Techniques.

Frank, Grace
1984
121p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP85

The paper examines the problem of auditory figure ground confusion, usually indicated by distractibility, inability to follow directions, and/or inability to comprehend word meanings. A practicum was designed to teach kindergarten and first grade teachers to alleviate the auditory figure-ground disability. Author-produced cassette tapes emphasizing verbal mediation, stress on directions, and specific temporal and spatial concepts in a number of settings were used with 29 children. Pre- and post-tests indicated that 24 (82.8%) of the children met or exceeded the target goal. It was concluded that verbal mediation may be easily and quickly taught to young children, and that children who know how to mediate and comprehend basic words can overcome the auditory figure-ground disability, and may never require special help. Eight pages of references and bibliography are included. Numerous appendices provide questionnaires used with parents and teachers, lesson and activity schedules, management suggestions for teachers and a resource list for tests and materials. (CL)

Descriptors: *Auditory Discrimination; *Auditory Training; Inservice Teacher Education; Intervention; *Learning Disabilities; *Mediation Theory; Primary Education

Identifiers: *Auditory Figure Ground; *Verbal Mediation

ED255025 EC172084

Implementing an Adaptive Physical Education Program for Educable Mentally Retarded Children, Kindergarten through Third Grade.

Keller, Mimi
Aug 1983
43p.; Ed.D. Practicum Report I, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG85

An adaptive physical education program was implemented for two special classes of educable mentally retarded children, grades K-3 in California. Children from a regular kindergarten class also participated in the program. The program operated for 5 months, with children receiving motor skills training 40 minutes per day, 4 days per week. Analysis of pre- and post-test scores on the Bruininks-Oseretsky Test of Motor Proficiency revealed that Ss increased skills in seven of the eight subtests with a statistically significant increase in strength. Normal kindergarteners who participated in the program increased skills in six subtests with statistically significant increases in running speed and agility and in strength. Student interest and participation in the program were high. (CL)

Descriptors: *Adapted Physical Education; *Mild Mental Retardation; *Motor Development; Primary Education; Program Effectiveness

---

ED254972 EC172023

An Introduction to Selecting Appropriate Goals and Activities for the Severely/Profoundly Impaired That Are Appropriate for Their Age. (Using Curricular Domains).

Arnold, Yvonne
May 1983
299p.; Extended Practicum Report, Nova University.
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); DISSERTATION (041)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG85

Two introductory manuals, written as part of a practicum to meet the staff needs in the Philadelphia, Pennsylvania School District's severely/profoundly impaired (SPI) programs, focus on selecting goals and activities that are age appropriate for SPI students. Introductory materials review judicial rulings regarding Philadelphia's services for SPI students and summarize the literature on curriculum. A 1980 evaluation of the district's programs and recommendations is discussed. General practicum goals and the study methodology are outlined. The appendices, which make up the greater part of the document, contain the two manuals. The first manual covers age appropriate issues for children 4-6 years old and the second, 6-8 years old. Characteristics of children at each age level are specified and activities and materials for SPI children are suggested for the following areas: (1) personal maintenance, (2) interpersonal communication, (3) functional

(cont. next page)

DIALOG
INFORMATION SERVICES, INC.

academics, (4) recreation/leisure, (5) domestic maintenance, and (6) vocational skills. (CL)

Descriptors: *Chronological Age; Classroom Techniques; Court Litigation; *Curriculum Development; Elementary Education; Multiple Disabilities; *Severe Disabilities

Identifiers: *Age Appropriateness

ED254349 PS015007

The Implementation of a Pre-School Screening Program in the Lower Township School District.

Goetaski, Janet E.

Oct 1984

64p.; Practicum Report, Nova University. Portions of appendix material contain broken type.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

The major goals of this practicum were (1) to initiate a preschool screening program to identify children with special needs in the Lower Township School District, Cape May, New Jersey; (2) to refer these children to appropriate remedial services prior to their entrance into kindergarten; and (3) to provide opportunities for parents to attend follow-up workshops to understand the nature of special needs. The Denver Developmental Screening Test and the Readiness Tasks of the Early Detection Inventory were used as screening instruments. The Gesell Developmental Screening Test was used to rescreen "high risk" children. The screening program focused on five main areas: school readiness tasks and personal-social, fine motor, language, and gross motor development. A total of 23 percent of all children who participated in the prescreening program exhibited a special need or needs on the Denver Developmental Screening Test; 15 percent of the children exhibited a special need or needs on the Early Detection Inventory. Results of the assessment were discussed with parents 1 month after the prescreening program. A handbook consisting of suggested parent-child activities was compiled based on overall screening deficits. (Among the appendices are copies of questionnaires directed to parents, administrators and kindergarten teachers, and kindergarten teachers and remedial personnel.) (AS)

Descriptors: Ability Identification; Diagnostic Tests; *Handicap Identification; High Risk Students; *Individual Needs; Kindergarten; *Preschool Children; Preschool Education School Entrance Age; *School Readiness; *Screening Tests; Special Education

Identifiers: *Denver Developmental Screening Test

ED254348 PS015004

The Development and Use of a Language Arts Computer Software Program Appropriate for Special Needs Children.

Murphy, Jo-Anne

Aug 1984

108p.; Practicum Report, Nova University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

For a school year, a language arts software program was used to help special needs children in Marblehead, Massachusetts who represented a range of learning disabilities and emotional, behavioral and physical disorders of varying degrees of severity. The program had three major components, entitled "Nouns," "Verbs," and "Adjectives." These components encompassed both drill and practice sections and creative writing. The following general principles applying to special needs children were incorporated in the program: individualization, personalized instruction, repetitions of principles and vocabulary, self-paced activity, ease of use, positive response to answers, and hierarchy of skills in exercise design. The study included 30 second through sixth graders, evenly divided between an experimental and a control group. Language sections of McGraw Hill's Comprehensive Tests of Basic Skills (CTBS) were used as pretest and posttest measures of academic change, while the Coopersmith's Self-Esteem Inventory and anecdotal data recorded feelings of self-worth before and after intervention. Of the four areas addressed in the study through the CTBS testing, two met expected gains (vocabulary and spelling) and two did not (language mechanics and language expression). The experimental group showed an increase of 3.07 points on the Self-Esteem Inventory, while the controls registered a decrease of 1.20 points. Case studies and charts indicating each child's academic and affective gains are provided. Among other materials, appendices include the questionnaire for teachers; the self-esteem inventory; a sample log; and data on changes in vocabulary, spelling, language mechanics, language expression, and self-esteem scores. (AS)

Descriptors: Children; *Computer Assisted Instruction; *Curriculum Design; *Disabilities; Educational Media; Elementary Education; Elementary School Students; Individualized Education Programs; *Individual Needs; *Language Arts; Learning Disabilities; *Programed Instruction

---

ED254346 PS014976

Implementation of a Social Skills Training Program to Teach Personal and Interpersonal Problem-Solving Skills to Low Socioeconomic Status Preschoolers.

Ferguson-Smith, Pamela

1984

65p.; Practicum Report, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL85
Target Audience: Practitioners

Direct observation of preschool children and informal interviews with day care center personnel and parents indicated that 4- and 4 1/2-year-olds from families of low socioeconomic status lacked the social skills and training needed to interact in an appropriate manner with peers in a day care setting. Three times more negative physical acts and five times more negative verbal acts were committed by children with low socioeconomic status than by children with middle socioeconomic status. A social skills training program was designed with the general goal of teaching personal and interpersonal problem-solving skills that preschoolers could use when confronted with a variety of problem situations. Additional goals were to (1) increase children's language ability; (2) increase children's ability to give relevant solutions to interpersonal problems; and (3) decrease the amount of time children spent interacting negatively with others. A fourth goal was to obtain positive evaluations on the value of the program by participating teachers. Findings indicated that the eight children who underwent training increased their ability to give relevant solutions to interpersonal problems. This improvement resulted in at least a 20 percent decrease of negative physical and verbal behaviors in 63 percent of the children. A total of 87 percent of the children showed at least a 10 percent increase in conceptual skills. Teachers rated the program as valuable and noticed a decrease in negative behavior among the children. (Author/RH)

Descriptors: *Antisocial Behavior; *Cognitive Ability; Family Environment; *Interpersonal Competence; Intervention; *Low Income Groups; *Preschool Children; Preschool Education; Teacher Response; *Training; Verbal Communication

ED254331 PS014949

A Staff Development Program to Improve the Quality of Infant and Toddler Caregiving Using the CDA Competency Standards for Infant and Toddler Caregivers.

Stone, Laura M.
Sep 1984
129p.; Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL85

The purpose of this staff development practicum was to improve the quality of infant and toddler group caregiving by increasing caregivers' knowledge of infant and toddler development and care needs. As a result of the intervention, a healthier, safer, and more stimulating environment for babies was expected; in addition, more professional attitudes and behaviors of caregivers were anticipated. The program was presented weekly for 14 weeks during the spring and summer of 1984. A cooperative-consultative approach was used, with the Child Development Associate (CDA) Competency Standards being employed as a criterion-based self-evaluation tool. Quality of caregiving was assessed before and after the intervention by using the Assessing the Behaviors of Caregivers (ABC) Checklists developed by Honig and Lally (1973). The program resulted in measurable improvements in caregiving behaviors. The child care centers' administration cooperated in making time available to caregivers for staff development and in working with caregivers to improve the environment and the level of caregiving. Related materials, including assessment instruments and workshop outlines, are appended. (Author/RH)

Descriptors: Check Lists; *Child Caregivers; Competency Based Teacher Education; *Day Care; Early Childhood Education *Infants; *Program Improvement; Questionnaires; Self Evaluation (Individuals); *Staff Development; *Toddlers; Workshops

Identifiers: Child Development Associate; Hospital Based Corporate Child Care

ED254330 PS014948

A Program of Curriculum Oriented Directed Play to Enhance Developmental Maturity in Kindergarten Children.

Hertz, Rae
1984
82p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL85

A practicum was conducted to address the needs of teachers and administrators in Pasco County, Florida to provide programs for kindergarten children who were developmentally younger than their chronological 5 years of age. The program goal was to increase the maturity of at least one developmental behavior in each child by at least 80 percent; judgments were made on the basis of questionnaire responses of teachers, teacher aides, and parents. Curriculum-oriented directed play was chosen as the solution to the local problem. Twenty kindergarten children, grouped homogeneously by birthday, were taught various methods of interaction in sociodramatic play. Instruction followed locally mandated curriculum guidelines. Specifically, a part of the daily kindergarten curriculum was adjusted to allow for two periods of imaginative sociodramatic play. Play centers were established within the classroom, various themes were introduced with props in each center, and various role-playing techniques were modeled. A total of 90 percent of all questionnaire respondents indicated behavioral growth on at least one item. As compared with teachers, parents rated their children higher on all items before the commencement of the program; these higher ratings resulted in their noting fewer specific items of improvement at the end of the program.

(cont. next page)

Teacher aides indicated more responses in the category of child-child relationships and teacher-child relationships than did parents and teachers. Parents' responses were higher than those of the two other groups in the areas of thought and language, and values of time. (Appendices include a copy of the parent and teacher aide interview questionnaire, a description of the main staging areas for the sociodramatic play centers, a sample daily schedule, a sample monthly peer tutoring report, and results of the questionnaire.) (AS)

Descriptors: *Curriculum Development; *Developmental Programs; *Dramatic Play; Early Childhood Education; Individual Development; *Interpersonal Competence; *Kindergarten Children; Parent Attitudes; Questionnaires; Role Playing; Teacher Attitudes

ED254329 PS014947

A Language Development Program to Improve the Receptive Language Skills of Disadvantaged Kindergarten Children.

Trushin, Barbara Y.

Jan 1984

88p.; Practicum Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

In a primary school in Dade County, Florida, disadvantaged kindergarten children were entering first grade without the receptive language and listening skills necessary to succeed academically. A practicum attempted to remedy this problem by stimulating kindergarten children's receptive language skills in vocabulary and listening comprehension. (Children were primarily black and disadvantaged.) A second aim was to advance the children's cognitive abilities so that the classroom teacher would feel that the intervention was a satisfactory method of improving her students' language skills. Four times a week for 3 months, the teacher met with 13 children in her class for lessons from the Peabody Language Kit Revised for Primary Children. A school psychologist met with the children three times during the intervention period to reinforce certain skills. Assessment instruments were the Peabody Picture Vocabulary Test, the Test of Auditory Comprehension of Language, and the Boehm Test of Basic Concepts. Scores were obtained on pretests and posttests; results indicated that the group as a whole had a 17 percent average increase in receptive vocabulary, a 28 percent average increase in cognitive abilities, and a 13 percent average increase in listening skills. The program was rated by the teacher as being successful in helping students. (Author/CB)

Descriptors: Cognitive Development; *Disadvantaged Youth; *Educational Improvement; Intervention; *Kindergarten Children ; *Language Acquisition; Listening Comprehension; *Listening Skills; Low Income Groups; Primary Education; Vocabulary Development

Identifiers: Florida (Dade County); Peabody Language Development Kits

ED254323 PS014940

Planning and Implementing a Parent Education Component in a University Based Preschool Program.

MacWright, Alicia Cox

1985

69p.; Practicum Report, Nova University. Appendix F, "Handouts, Article Reprints and Parent Newsletters Distributed to Parents," has been removed due to copyright restrictions.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

Target Audience: Practitioners

A parent education component was planned and implemented as part of a university-based preschool program in the Department of Psychology at Rutgers-The State University. Goals of the practicum were to survey parents to identify topics of interest to them; to develop a parent education program focused on topics identified by parents; to sensitize parents to the importance of their role in the development of their children; and to survey parents completing the program to ascertain the usefulness of the program to their family. Goals were realized through (1) seminars on discipline, self-esteem, the relationship of television to learning in young children, and parental contributions to children's cognitive development; (2) the addition of printed material concerning parenting and child development to a "parents' corner" in the center library; (3) monthly distribution of a parent newsletter; and (4) periodic distribution of handouts and reprints on related topics. It was concluded that objectives of the program were met. A bibliography included in the present report cites parent education and related materials. Appendices provide instruments used to survey parents and evaluate the program and a list of materials placed in the parents' corner. (RH)

Descriptors: Newsletters; *Parent Attitudes; *Parent Education; Preschool Education; *Program Evaluation; *Program Implementation; Questionnaires; Reading Materials; *Resource Materials; Seminars

Identifiers: Douglass Psychology Child Study Center; Rutgers The State University Douglass College NJ

ED254322 PS014939

Comprehensive Evaluation of an Advanced Academic Program for Elementary-School Students.

Goldinher, Martin

Jan 1985

100p.; Practicum Report, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)

(cont. next page)

BEST COPY AVAILABLE

Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL85
Target Audience: Practitioners

The Motivate and Stimulate for Excellence project was designed to provide academically above-average primary and intermediate level elementary school students at 10 project schools with enrichment activities to enhance their critical thinking and problem-solving skills. Process and product evaluations assessed the extent to which project activities were implemented as specified in the program proposal and the extent to which specific project objectives were attained. Data collection included examination of records, observation of project activities, survey via questionnaire, and interviews with program personnel. Pretesting and posttesting using the Developing Cognitive Abilities Test and the Ross Test of Higher Cognitive Processes assessed student gains in higher level cognitive skills involving analysis, synthesis, and evaluation. Results indicated that most project activities occurred as specified in the program proposal. Most parents, participating students, and teachers reported positive feelings about the program. Overall, test data indicated that substantial increases in higher level cognitive skills occurred across all grade levels for participating students. The report includes an overview of other academic programs for advanced students; appendices provide guidelines for contracting and managing external research-evaluation services, survey forms, and other related materials. (RH)

Descriptors: *Critical Thinking; Elementary Education; *Elementary School Students; *Enrichment Activities; *Gifted; Guidelines; Pretests Posttests; *Problem Solving; *Program Effectiveness; Program Evaluation

Identifiers: *Dade County Public Schools FL; Developing Cognitive Abilities Test; Florida (Dade County); Ross Test of Higher Cognitive Processes

---

ED254316 PS014913

Providing In-Service Education at a Minimal Cost for Title XX Early Childhood Caregivers through a Conference, Workshop Series, and Networking.

Miller, Susan Anderson
Aug 1984
330p.; Practicum Report, Nova University.
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL85
608 Target Audience: Practitioners

Due to funding cutbacks resulting from the Title XX Social Services Block Grant, ongoing inservice education for teachers in the Berks County, Pennsylvania, Intermediate Unit Child Care Program had not been provided for over 2 years. To meet the need for inservice training, a practicum was designed and implemented to (1) increase inservice education for child care providers at a minimal cost to the program; (2) generate ideas that child care staff members would use in their centers; and (3) disseminate educational information, techniques, and materials related to the inservice sessions through networking. The practicum addressed the inservice needs of 78 Title XX early childhood caregivers in 18 centers and their administrators by providing a university-sponsored conference, a series of workshops, and networking opportunities. Much of the labor of conference presenters and workshop consultants was donated. Assessment on specially designed questionnaires indicated that practicum goals were attained. All child care respondents and administrators recommended that the inservice education program be continued. (Numerous related materials are appended, including instruments used to gather data.) (RH)

Descriptors: *Administrators; *Child Caregivers; *Conferences; *Day Care; Early Childhood Education; *Inservice Teacher Education; Questionnaires; Retrenchment; *Teacher Workshops

Identifiers: *Networking

ED254274 JC850077

A Study of the Responses of the Nine Campuses of the Los Angeles Community College District to the California Community Colleges Campus Self-Assessment Sex Equity Survey, 1982-83.

Rookstool, Carol
Aug 1984
139p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL85

A study was conducted to summarize the numerical and narrative data available from the Los Angeles Community College District (LACCD) responses to the "California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983" regarding the district's progress toward achieving 29 sex equity goals mandated by federal and state guidelines. The study sought to provide the LACCD and its nine campuses with: (1) district and campus summaries of progress on the designated goals; (2) a district comparison to statewide progress on the goals; (3) identification of individuals responsible for goal achievement, special resources, and requests for technical assistance within the LACCD; and (4) recommendations for planning within the district. The study found that the LACCD was making progress at a rate equal to or better than the statewide achievement on 18 of the 29 goals; that 21 requests were made for technical assistance; and that among the colleges in the district the number of achieved goals ranged from 12 (42%) to 25 (86%). The 17-page sex equity survey instrument is appended. (Author/AYC)

Descriptors: *Affirmative Action; *Community Colleges; Multicampus Districts; *Self Evaluation (Groups); *Sex Discrimination; *Sex Fairness; Surveys; Two Year Colleges 609

(cont. next page)

Identifiers: *Los Angeles Community College District CA

ED253341 PS014900

Integration of SPH Students with Non-Handicapped Peers at Pine Ridge Center.

Pegnatore, Linda A.
1984
60p.; Practicum Report, Nova University, 1984.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN85

A 9-week practicum was designed to integrate severely/profoundly handicapped (SPH) students with third-grade nonhandicapped peer tutors in Broward County, Florida. Additional Objectives were to promote greater understanding of handicaps by nonhandicapped peer tutors and to increase awareness by SPH teachers of the importance of interactions between handicapped and nonhandicapped children. Using a fixed-time ratio, observers gathered baseline data on SPH students by documenting 5 minutes of eye contact and/or interaction with an object. Baseline data on interaction of SPH students with teachers was also obtained. At the beginning and end of the practicum, peer tutors and SPH teachers responded to a questionnaire regarding their attitudes toward SPH students and toward integrating SPH students with nonhandicapped peers. During the practicum, each nonhandicapped peer tutor worked with three SPH students every day. Data were collected on SPH students' eye contact and/or interaction with an object, as well as on interaction with the peer tutor. Results revealed that SPH students showed progress in programming during the time the nonhandicapped peer tutors worked with them. Both SPH teachers and nonhandicapped peer tutors showed more awareness and acceptance of SPH students at the conclusion of the project than they did at the beginning. (Appendices include questionnaires and descriptions of individual SPH students' performances.) (AS)

Descriptors: Exceptional Persons; Grade 3; *Mainstreaming; Multiple Disabilities; *Peer Teaching; Primary Education; Questionnaires; *Severe Disabilities; *Severe Mental Retardation; Special Education; Special Education Teachers; Young Children

ED253306 PS014823

Infant Developmental Assessment: A Self-Study Guide for School Psychologists.

Langenthal, Stuart F.
1984
79p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN85
Target Audience: Support Staff; Practitioners

Federal and local mandates to expand the services of school psychologists downward to children ages 3 to 5 and interest in private practice and employment in institutions other than public schools have increased school psychologists' desires for broader role definitions. To meet the needs of the client group created by recent changes in the profession, school psychologists need to increase their limited knowledge of infant assessment. A practicum was conducted to help school psychologists broaden their skills in this area. Specific practicum goals were (1) to provide an overview of nine major infant assessment devices; (2) to incorporate this overview into a programmed study guide that enables users to evaluate their initial knowledge base and post-study skills; and (3) to prepare professionals for potential service delivery. Five professionals in the field (two school psychologists, two pediatricians, and one developmental optometrist) used and reviewed the guide and its evaluation instruments. All participants demonstrated expanded knowledge following the course of study and reacted very favorably to the guide and its potential usefulness. Dissemination of the guide via publication and/or workshops is anticipated. (Appendices include tables of data on school psychologists' training, licensing, private practice, and continuing education. Also included are pretests and posttests and evaluation data.) (Author/CB)

Descriptors: Child Development; Early Childhood Education; *Evaluation Methods; Independent Study; *Infants; *Professional Continuing Education; *Psychological Evaluation *School Psychologists; Study Guides; Tests

Identifiers: *Developmental Evaluation Services for Children

ED253287 JC850060

The Development of an Historical Perspective on Private Financial Support for Public Two-Year Colleges. The Emergence of Higher Education in America.

Stetson, Nancy E.
Dec 1984
28p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN85

In an effort to provide an overview of the history of private financial support to public two-year colleges, this paper presents a synthesis of 20 relevant publications and discusses the implications of the findings for fund-raising at the Marin Community Colleges (MCC). Following information on the purpose and methods of the study and its significance for MCC, a literature review is presented, indicating: (1) private

(cont. next page)

gifts and funds accounted for no more than 3% of the revenue of public community colleges between 1918 and 1980; (2) individual public two-year colleges received an average of $85,450 each year from private gifts and grants during 1968 through 1971, the last years for which accurate data were available; (3) between 1960 and 1963, foundations were the source of most private financial support to community colleges, followed by non-alumni, corporations and businesses, and alumni; (4) community colleges increased their efforts to gain private financial support beginning in the late 1960's with resulting contributions of equipment, land, and buildings, but little increase in operating funds; and (5) private per capita aid to public community colleges decreased 15.5% between 1972-73 and 1979-80. (LAL)

Descriptors: *Community Colleges; *Educational Finance; *Educational History; Literature Reviews; *Private Financial Support; Two Year Colleges

Identifiers: Public Colleges

ED253286 JC850059

The Effect of Direct Mail and Telephone Contacts on Rate of Return of Students Who Dropped Out.

Stetson, Nancy E.
Oct 1984
23p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN85

A study was conducted in the Marin Community Colleges to determine whether direct mail and telephone contacts with college dropouts would be perceived as demonstrating a caring attitude on the part of faculty and staff, and positively influence their rate of return. The study measured the rate of return of four groups of students who were enrolled as full-time freshmen in fall 1983, but who did not return in spring 1984. Group 1 received both a letter from the College President and a phone call from the Director of Public Affairs and Development encouraging their return; Group 2 received the telephone calls only; Group 3 received the letters only; and Group 4 was not contacted as part of the study. Of the 168 students in the study sample, 29 re-enrolled after a semester's absence. Of the returning students, 11 belonged to Group 4, 7 belonged to Group 1, 6 belonged to Group 3, and 5 belonged to Group 2. Based on the study, it appeared that direct mail and telephone contacts with students who dropped out had no statistically significant effect on their rate of return. It was therefore recommended that the Marin Community Colleges direct their efforts toward finding more effective ways of retaining students or influencing their return. (Author/LAL)

Descriptors: Community Colleges; *Dropouts; *Enrollment Influences; *School Holding Power; *Student College Relationship; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

Identifiers: *Marin Community Colleges CA

ED253285 JC850058

Major National Societal Trends Likely to Affect the Marin Community Colleges through the Year 2000. Societal Factors Affecting Education.

Stetson, Nancy E.
Aug 1984
31p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN85

Societal trends likely to affect the Marin Community Colleges (MCC) through the year 2000 are examined in this study of college planning for the next 5 years. Following information on the background, significance, and procedures of the study, a review is presented of six publications, selected for their particular relevance to the community college field, which identify more than 50 major national demographic, economic, political, social, and technological trends. Results are organized and discussed in six categories, based on the nature of the trends and the timelines over which they were projected: (1) demographic projections through the 1980's; (2) demographic projections through the year 2050; (3) economic projections through the year 2000; (4) political projections; (5) social projections; and (6) technological projections through the year 2000. Next, ways in which these findings relate to the planning assumptions in MCC's master plan are discussed, in the areas of staff and program development; basic skills, critical literacy, and computer usage; business and professional training; planning and evaluation; financial stability; support services; and access. Finally, recommendations for improving MCC's planning processes are made. (LAL)

Descriptors: College Planning; Community Colleges; *Educational Trends; *Futures (of Society); *Sociocultural Patterns; Trend Analysis; Two Year Colleges

Identifiers: *Economic Influences

ED253284 JC850057

An Illustration of the Interaction of Trends in the Politics, Law, Economics, and Financing of American Postsecondary Education. The Politics, Law, and Economics of Higher Education.

Stetson, Nancy E.
Dec 1983
34p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN85

Drawing from a review of the literature, this paper addresses a series of questions related to the issue of whether state agencies, such as state boards of regents, commissions of higher education, or boards of education, should have the sole legal and official power to determine which postsecondary educational institutions can operate legally within a state and/or to determine the legality of recognition of academic degrees within the state regardless of the location of the degree-granting institution. Answers to six questions are presented and discussed: (1) What are the main subordinate academic or education policy issues raised by the major policy issue posed above? (2) What is the legal framework for academic policy in California, is it typical of other states, and is it likely to change within the next 5 years? (3) With the Marin Community College District and California as specific points of reference, what special educational and non-educational interests are likely to engage in political action either to change or preserve the current policy framework? (4) How does the current or predictable status of the economics of American postsecondary education affect the state's role in regard to the previous question; (5) Assuming that the state's role in determining policy in these areas were diminished, what consequences in postsecondary educational finance would result? (6) What conclusions can be drawn? For each question, relevant information derived from the literature review is presented first and then analyzed from a professional perspective. (LAL)

Descriptors: Community Colleges; Decision Making; *Educational Policy; *Governance; *Government Role; *Government School Relationship; Higher Education; *State Agencies; *States Powers

ED253263 JC840418

The Female as Administrator: An Assessment and Comparison of Perceptions of Certain Groups of the El Camino College Community.

Stinson, Janet Carol Gelder
1978
212p.; Major Applied Research Project for the Ed.D., Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN85

A study was conducted at El Camino College in Torrance, California to assess and compare the perceptions of students, faculty, and administrators toward women as administrators. The study focused on double-standard conflicts, promotional possibilities, advancement aspirations, and parity perceptions. Questionnaires were administered to all faculty (N=710) and administrators (N=41) at the college as well as to a sample of 500 students. Study findings, based on responses from 219 faculty members, 31 administrators, and 306 students, included the following: (1) male and female students differed significantly with respect to their attitudes toward double-standard conflicts, promotional possibilities, advancement aspirations, and parity perceptions; (2) male and female faculty attitudes differed in all except double-standards conflict; (3) male and female administrator attitudes differed in all except advancement aspirations; (4) female administrators were more positive than other females toward advancement, female faculty were more positive toward role conflict, and female students were more positive toward promotional possibilities; (5) in all comparisons, males had more positive attitudes than females toward women as administrators; and (6) age, marital status, and work experience had no significant influence on respondent opinions. Recommendations, a literature review, and the questionnaire are included. (Author/LAL)

Descriptors: Administrator Attitudes; *Administrators; College Administration; Community Colleges; *Females; Males; School Surveys; *Sex Bias; *Sex Differences; Student Attitudes ; Teacher Attitudes; Two Year Colleges
Identifiers: *El Camino College CA

ED252318 PS014853

Reducing Medical Exclusions of Kindergarten Children.

Bastien, Marilyn P.
1984
51p.; Nova University Practicum Report, 1984.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY85

A practicum was conducted to address the problem of medical exclusion of kindergarteners in a Chicago elementary school serving black, low income children. In order to comply with the state health law, all students entering school for the first time must show evidence of a current physical examination and up-to-date immunizations. Students not in medical compliance by October 15 are excluded from school until they meet these requirements. A review of the literature revealed that the preferred method of achieving medical compliance was to refuse admittance to school to any student lacking these medical requirements. Instead of refusing admittance, a 3-month campaign was waged beginning in the summer of 1984 to give information to parents about available medical services. Since the area was isolated from city health facilities and parents were poor, free and inexpensive medical care was coordinated at facilities near the school. Notices sent home with students and given at parent group meetings disseminated information about medical requirements and the

(cont. next page)

availability of health care. While the goal of 90 percent medical compliance was not achieved by October 15, considerable gains were made and by that date, 71 percent of the students had received the needed health care. Recommendations were made for decreasing parental indifference through parent groups and high school education so that medical exclusions can be further reduced in the future. (Author/CB)

Descriptors: Blacks; Community Health Services; *Immunization Programs; *Kindergarten Children; Low Income Groups; *Parent Education; Parent Participation; *Physical Examinations; Preventive Medicine; Primary Education; Public Health; *School Health Services; Urban Schools

Identifiers: *Illinois (Chicago); *Medical Exclusions

ED252298 PS014813

Resolving the Lack of Frequent Art Experiences for a Primary Classroom by Preparing and Implementing an Art Curriculum.

Rodriguez, Irene
Jul 1984
53p.; Practicum Report, Nova University, 1984.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY85
Target Audience: Practitioners

Research has revealed that art is an important but neglected part of every child's educational experience. To help alleviate this neglect, a practicum was conducted to plan, implement, and evaluate an art curriculum for a selected group of first-grade children. Twenty children participated in a 4-month program that focused on awareness of body parts; recognition of details; manipulation of different kinds of art materials; self-expression; feelings of pleasure and satisfaction; and skills in creativity, originality, and divergent thinking. It was anticipated that this curriculum would increase the amount of time children spent on art activities as well as improve their divergent thinking ability and skill in elaboration. Upon completion of the program implementation stage, data from evaluation instruments were analyzed. It was found that standards of performance for all objectives exceeded anticipated success rates. (Author/RH)

Descriptors: *Art Activities; *Art Education; *Curriculum Development; Divergent Thinking; *Educational Improvement; *Elementary School Students; Freehand Drawing; Grade 1; Pretests Posttests; Primary Education; *Visual Arts

Identifiers: Florida (Hillsborough County)

ED252297 PS014812

Evaluating and Modifying the Educational Expectations Which Parents and Educators Perceive as Appropriate for Down's Syndrome Children.

Humphreys, Barbara E.
Jul 1984
111p.; Second Year Practicum Report, Nova University, 1984.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY85

A practicum was conducted to evaluate and modify the educational expectations parents and educators perceived as appropriate for children with Down's Syndrome. The research effort took place after parents were told that their children would attend the local school for the mentally retarded because they exhibited Down's Syndrome. The objectives of the study were to evaluate parents' attitudes toward the education of their children and then, through workshops, attempt to change those attitudes so that the children would be educated according to their ability and not on the basis of their diagnosis or handicapping condition. A total of 764 educators and 100 parents were surveyed. Teachers returned 206 completed questionaires; parents returned 61. Results were evaluated by computer according to the SCSS Conversational System of analysis. In two workshops conducted for parents and educators, children with Down's Syndrome interacted with adult participants. A post-survey following the workshop attempted to determine the effectiveness of the change strategies used. A large percentage of educators did not respond to or comply with the survey, perhaps because it was too long. Although 874 notices were disseminated to parents and teachers, workshop attendance was poor. As a result of the analysis of pre- and post-survey data, it was concluded that the standards of performance were met for practicum goals and objectives. Related materials, including the survey instruments, are appended. (Author/RH)

Descriptors: *Attitude Change; *Downs Syndrome; Educational History; Elementary Secondary Education; Expectation; *Labeling (of Persons); *Mainstreaming; Mental Retardation; *Parent Attitudes; Parent Workshops; Pretests Posttests; Questionnaires; Special Education; State Surveys; *Teacher Attitudes; Teacher Workshops

Identifiers: *Delaware (Wilmington)

ED252277 PS014690

Guidelines for Developing a Preschool Level Gifted Program in the Private Sector.

McMurtry, Doyleen
Aug 1984
247p.; Practicum Report, Nova University, 1984. Appendices have been filmed from best copy available.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY85
Target Audience: Practitioners

(cont. next page)

This practicum addresses the creation of an economically viable school in the private sector to meet the educational and social needs of cognitively developmentally accelerated preschool-age children. Anticipated outcomes of the practicum included development of a well-documented philosophical approach to preschool gifted education, curriculum guidelines for preschool gifted children, and a case study of the process of establishing a preschool/day care center. Program development involved a comprehensive literature search for philosophical approaches and curricula appropriate to gifted preschoolers. In addition, program planning involved an examination of processes involved in the business of establishing a school. These considerations included purchase or lease of property; appropriate planning for property modification; zoning variance procedures; licensure; incorporating and establishing an administrative structure; and budgeting (including funding sources, bookkeeping and accounting, taxation, insurance, and curriculum). Procedures followed are outlined in sufficient detail so that a similar program could be duplicated in other localities. Appended are community care license application forms; a prelicensing site visit request form; equipment lists of the Suisun Valley, California, Children's School; a staffing plan; policy statements; budget and financial plans; job descriptions; incorporation bylaws; a county use permit application; personnel policies; a parent handbook; a publicity flyer; an enrollment application; registration packet materials; publicity articles; a letter to the Health Department; a traffic flow plan; a parking plan; advertising; posting requirements; and application and tax forms. (RH)

Descriptors: Business; Case Studies; Certification; Educational Finance; *Educational Innovation; *Gifted; Guidelines; Occupational Information; *Preschool Education; *Program Development; *Program Implementation; *Proprietary Schools; School Administration; School Personnel; School Policy; Special Education; Taxes

Identifiers: Bylaws

ED252275 PS014630

Providing for Kindergarten Music Instruction by the Classroom Teacher.

Anderson, Sarah-Marie
Jun 1981
45p.; Practicum Report, Nova University, 1981.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY85
Target Audience: Teachers; Students; Practitioners

The goals of this practicum were to improve kindergarten music instruction by providing the classroom teacher with (1) kindergarten music instructional objectives; (2) a kindergarten skills development sequence; (3) tested sample unit study plans for an interdisciplinary approach to music instruction; and (4) an orientation class in music activities. The practicum took place within the confines of a neighborhood school in a predominantly white, upper middle class community of various ethnic groups. Prior to the beginning of the practicum, a survey of kindergarten teachers from 14 area elementary schools was conducted. Most of the teachers interviewed indicated that county-wide instructional objectives and/or a kindergarten music skills sequence would help with the planning of their classroom instruction. A set of 14 kindergarten music instruction objectives was developed following the Dade County Balanced Curriculum Music Instructional Objectives for first though sixth grades. An orientation in the use of the proposed instructional objectives was conducted, and a sample unit study plan was field-tested. Results revealed that the tested lesson was largely successful. Appended materials include the results of the survey, kindergarten music instruction objectives, the music skills development sequence, an observational checklist for music instruction, and a list of equipment for a rhythm band. (AS)

Descriptors: *Educational Objectives; *Kindergarten; Kindergarten Children; *Music Activities; *Music Education; Music Teachers; Practicums; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Teacher Attitudes; Teacher Education

ED251633 CE040213

Effects of Audio-Visual Supported Instruction and Instruction without Audio-Visual Support on Student Grade Point Average. Learning Theory and Applications.

Brum, Joseph
30 Mar 1982
25p.; Doctoral practicum paper, Nova University.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEMAY85

A study examined the effect of audiovisual-supported instruction on student grade point average. Two groups of students in economics classes taught by the same instructor served as the sample population for the study. The first group, consisting of 36 students, received four 1-hour lectures each week. The second group, consisting of 32 students, received minimal lecture material and heavy exposure to audiovisual media in the form of graphs, cassette lecture tapes, films, and other related materials. The grade point averages, pre- and posttest scores, and attrition rates of students in the experimental and control groups were compared. This comparison revealed that both methods of instruction were equally successful with respect to grade point average. Attrition rates were low in both classes--8.5 percent in the experimental group and 10 percent in the control group. Results clearly indicate that audio-visual aided instruction is effective; however, future studies and experimentation in

(cont. next page)

the area of instructional methods will be required. (Detailed breakdowns of the study data are appended. (Author/MN)

Descriptors: *Audiovisual Aids; *Audiovisual Instruction; Comparative Analysis; Economics Education; *Grade Point Average; Influences; *Multimedia Instruction; *Outcomes of Education; Postsecondary Education; Pretests Posttests; Program Effectiveness; Student Attrition; *Teacher Effectiveness; Teaching Methods

---

ED243576 PS014235

Building Positive Parent-Teacher Relationships in Kindergarten.

Goodall, Joanne D.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Jan 1983

54p.; Doctor of Education Practicum Report, Nova University, 1983. Appendices G, J, K, L, and M are illegible. Appendices I and N were omitted prior to submission to ERIC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Maryland

Journal Announcement: RIESEP84

Due to excessive tardiness and absenteeism among kindergarten children enrolled in Glendale Elementary School (Glen Burnie, Maryland) a practicum was designed to provide several avenues of good communication between the kindergarten and the home and to foster good relationships between teachers and parents. Additional goals of the practicum were to increase the number of parent observations in the classroom and to decrease the percentage of unexcused absences. Intervention consisted of home visits, parent/teacher conferences, parent observations in the classroom, teacher-initiated telephone calls when a student was absent, newsletters, and an evening open house. A follow-up survey indicated that parents increased their awareness of the importance of the kindergarten program. Parent observations in the classroom increased to 70 percent of the families. Unexcused absences decreased by a small percentage. (Author/RH)

Descriptors: *Attendance; Home Visits; Intervention; *Kindergarten Children; Newsletters; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Primary Education

ED242414 PS014234

The Implementation of a Parent Effectiveness Training Program to Develop Effective Parenting Skills.

Goetaski, Janet E.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Dec 1983

63p.; Ed.D. Practicum Report, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG84

This study addressed the need to encourage more parental involvement in children's educational, social, and emotional needs. Sixty parents of elementary school children responded to a survey regarding their interest in attending a systematically designed program entitled, "Parent Effectiveness Training". Findings indicated a parental need and desire for the program. As a result of these findings, eight weekly sessions (of 3 hours each) of parent training were implemented with four goals: (1) parental interest in having the meetings continued; (2) the establishment of a parental network of communication; (3) improved home school communication; and (4) improved parental attendance at school functions. A second survey, following completion of the program, indicated that the four goals of the program had been satisfied. Appended are the cover letter to parents, parent questionnaire, program attendance record, scoring scale for overall survey of program, notification to parents of program, letter of acceptance for program, letter of rejection, Gazetter Leader Newspaper article, and a Star and Wave Newspaper article. (BJD)

Descriptors: Elementary Education; Interpersonal Communication; *Parent Attitudes; *Parent Education; Parent Participation; Parent School Relationship; *Parent Workshops; Questionnaires

Identifiers: *Parent Effectiveness Training; Parenting

ED241180 PS014237

The Development of a Support Group and Network for the Parents of Special Needs Children.

Murphy, Jo-Anne

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Mar 1983

81p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL84

The practicum described in this report addressed the expressed need and desire of parents of special needs children in Marblehead Massachusetts to participate in a support group to help solve mutual problems and discuss shared frustrations. A series of four workshops for parents was developed. Goals of the practicum were (1) to have parents take over the management and direction of the group; (2) to improve communications between the school system and the parents by having school staff present information at scheduled workshops; and (3) to have parents reach out to one another and establish their own network of individual support. Of the parents who attended the workshops, more than 75 percent indicated that these goals were met, decided to continue the group, and stated that the meetings were very successful. (Author/RH)

Descriptors: *Disabilities; Elementary School Students; *Parent Education; *Parent School Relationship; Practicums; Public Schools; Questionnaires; *Social Support Groups; *Special Education; *Workshops

ED241179 PS014236

Resolving Student Teacher Staffing Difficulties in the Community College Laboratory Nursery School through Preservice Orientation Techniques.

McMurtry, Doyleen

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Aug 1983

131p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL84

For implementation prior to and during the first few weeks of field practice, a preservice orientation program was developed to provide student teachers with appropriate philosophical and practical information as well as affective/social support. Students were affiliated with a community college laboratory school and varied widely in ability. Goals of the practicum included facilitating smoother transitions in the laboratory school from semester to semester, lessening anxiety, increasing confidence, and increasing retention in the student teacher program. Planning methods included a survey of prior student teachers in the laboratory school and a survey of other California community colleges with early childhood education programs. The completed orientation program included a slide show presentation, provision of a folder of written materials, a tour, an introductory staff meeting, and 6 weeks of extended educational content and supportive social interaction. Students experiencing the orientation program found it useful and helpful and felt "better prepared" for field practice, but their reported anxiety levels were still high. In general, however, student retention and attendance were improved following the orientation program. (Author/RH)

Descriptors: Community Colleges; Early Childhood Education; *Emotional Experience; *Laboratory Schools; Nursery Schools; *Orientation; Postsecondary Education; Practicums; Preservice Teacher Education; *Social Support Groups; *Student Teachers

Identifiers: California; Solano Community College CA

ED241178 PS014233

Program Design for Developing Law Awareness in Primary Grade Children.

Cross, Alice
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
Jun 1983
131p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL84

A practicum project was designed and implemented to improve and increase kindergarten through third-grade students' awareness of responsible citizenship. To attain this goal, efforts were made to (1) insure that teachers became knowlegeable about teaching strategies that impart an awareness of law-related concepts; (2) increase students' awareness of the law and citizen responsibilities through increased community involvement; (3) expose students to careers within law agencies; and (4) develop a medium through which pupils in kindergarten through sixth grade can show the community and other classes their growth in citizenship skills. Results of student pretests and posttests, teacher questionnaires, records of visiting community resource personnel, implementation of career units, and three published editions of a student newspaper provided evidence that the goals of the practicum had been attained. (RH)

Descriptors: Career Exploration; *Citizenship Education; Community Involvement; Crime; *Elementary School Students; *Kindergarten Children; Practicums; Primary Education; Questionnaires; School Newspapers; Teaching Methods

Identifiers: Florida (Orange County); *Law Related Education

ED237198 PS013913

Improving Language Skills through the Use of Specific Learning Centers and Language Experience Activities with First Grade Children.

Markovitch, Martha L.
Jun 1982
66p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR84
Target Audience: Practitioners

A practicum study designed to address the problem of inadequate language development skills in first-grade children was conducted. Specifically, efforts were directed toward developing and implementing a specialized instructional program to remediate students' deficiencies in listening comprehension, basic concept skills, classification skills, and oral expression. A learning-center approach combined with the language-experience method comprised instruction for 15 children in the target group. Instruction was provided for approximately 90 minutes a day, 5 days a week, for a period of 4 months in an environment where children could interact with each other and with materials, make decisions, and express themselves freely. Control group members (14 children) received instruction by a basal-reader approach in a conventional first-grade classroom. Test results indicated that a large percentage of students in the target group achieved the projected increases on posttests when their scores were compared with pretest performances. A few control group students also showed significantly increased scores. Recommendations for future program refinement were suggested. (Appendices include charts of center instruction skill strands, a sample center ticket, and a reading/school attitude survey). (Author/BJD)

Descriptors: Class Activities; Classification; Classroom Research; Concept Formation; Educationally Disadvantaged; Grade 1; *Grouping (Instructional Purposes); *Language Acquisition; Language Experience Approach; *Language Skills; *Learning Centers (Classroom); Listening Comprehension; Primary Education; Speech Communication

Identifiers: Nova University FL

DIALOG File 1: ERIC _ 66-92/FEB.

ED230267# PS013334
Readings: Early Childhood Education.
Sorosky, Jeri, Ed.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
Sep 1982
196p.
Available from: Ginn Custom Publishing, 191 Spring Street, Lexington, MA 02173 (Paper, $9.95, plus $2.00 shipping).
Document Not Available from EDRS.
Language: English
Document Type: COLLECTION (020); POSITION PAPER (120)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT83

Collected in this textbook are approximately 30 brief articles and related materials concerning the traits, development, nurturing, and education of children from infancy through early childhood. While varied, material in each of the six sections generally centers on (1) characteristics, traits, and developmental issues in infancy, preschool and primary school years; and (2) the history of early childhood education, including current educational practices, types of programs, theory and issues considered relevant to early childhood education in the 1980s. Among the specific topics addressed in the articles are the ecology of infant day care, individuality, Piagetian theory, socialization, effective communication with children, positive self-concept, cognitive growth, the basics of early childhood education programs and curricula, information-gathering techniques, children's humor, readiness for learning, personal traits of educationally successful black children, brain training, creativity, conditions for teacher development, and diet and school food service programs. In addition to these numerous short articles, the book contains several charts: the Apgar Scoring Chart, a chart of infant reflexes, a chart of behavioral characteristics of children from infancy through the third year, and a chart of the development of physical coordination and language from 4 to 39 months. Course materials are appended. (RH)

Descriptors: Charts; *Child Development; *Early Childhood Education; Educational History; *Educational Practices; *Elementary School Students; *Individual Characteristics; Infants; Preschool Children; *Program Development
Identifiers: Piagetian Theory; Toddlers

ED212361 PS012620

Identification of Critical Behaviors for the Child Development Associate, Competency Areas II, IV and VI, Based on a Comprehensive Model of Competence for the Brevard Community College Training Program.

Geier, Suzanne S.

Nova Univ., Fort Lauderdale, Fla.

Apr 1980

163p.; For related document, see PS 012 619. A companion major applied research project presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN82

Behavioral criteria for (1) determining child development associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 2, 4, and 6 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL) evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (informational, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications and recommendations. Additional related material is provided in appendices. (Author/RH)

Descriptors: *Child Caregivers; *College Credits; Community Colleges; *Competency Based Teacher Education; *Criteria; Early Childhood Education; Literature Reviews; Postsecondary Education; Preschool Teachers; *Student Evaluation

Identifiers: *CDA; CDA Competency 2; CDA Competency 4; CDA Competency 6; Child Development Associate; *Cooperative Assessment of Experiential Learning

---

ED212360 PS012619

Identification of the Critical Behaviors for the Child Development Associate, Competency Areas I, III and V, Based on a Comprehensive Model of Competence for the Brevard Community College Training Program.

Young, Barbara W.

Nova Univ., Fort Lauderdale, Fla.

Apr 1980

156p.; For related document, see PS 012 620. A companion major applied research project presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN82

Behavioral criteria for (1) determining child development associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 1, 3, and 5 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL) evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (information, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications and recommendations. Additional related material is provided in appendices. (Author/RH)

Descriptors: *Child Caregivers; *College Credits; Community Colleges; *Competency Based Teacher Education; *Criteria; Early Childhood Education; Literature Reviews; Postsecondary

(cont. next page)

Education; Preschool Teachers; *Student Evaluation
Identifiers: *CDA; CDA Competency 1; CDA Competency 3; CDA Competency 5; Child Development Associate; *Cooperative Assessment of Experiential Learning

ED211692 CE030924

Development and Implementation of a Psychometric Instrument to Assess Job Versus Non-Job Related Motivational Strengths Among the Disadvantaged.

Wessen, Paul D.
Nova Univ., Fort Lauderdale, Fla.
Sep 1980
71p.; Doctoral Thesis, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN82

A practicum was conducted to design, implement, and evaluate an instrument measuring the relative strengths of task-and nontask-related motivation of child care employees. Designed for child care center employees and supervisors, the instrument consisted of a self-administered demographic checklist and 100 forced-choice pictorial items representing stressors commonly found on and off the worksite. It was administered to 278 employees and 50 supervisors in the private child care field throughout the United States. In addition, respondents were asked to indicate their interest in inhouse inservice training programs. Analysis of data from the instrument revealed that distraction by nonjob-related tensions was directly related to level of socioeconomic disadvantage. While employee mean scores did not indicate a preponderance of nonjob-related tensions, item analyses indicated a heavy weighting of transportation, shelter, and family problems. Included among other findings were the following: respondents from southern and eastern states displayed the highest distraction, employers obtained lower distraction scores than did employees; and neither group expressed significant interest in future inservice training programs. Responding employers considered the instrument helpful in understanding sources of employee stress. (MN)

Descriptors: *Child Caregivers; Demography; *Disadvantaged; Educational Needs; Employee Attitudes; Employer Attitudes; Inservice Education; Job Performance; *Motivation; National Surveys; *Psychometrics; Questionnaires; Socioeconomic Status *Stress Variables; Surveys; Test Construction; *Work Attitudes
Identifiers: Private Sector

ED181694 EC122857

Implementing Criterion-Referenced Referral and Placement of Special Education Students in Fifteen School Districts Through Development and Application of an Administrative System.

Turnbough, Theodore A.
Nova Univ., Fort Lauderdale, Fla.
Apr 1979
144p.; Individual Practicum Report, Nova University
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN80
Target Audience: Practitioners

The report, over one third of which consists of various letters and forms, describes a project which developed and implemented a criterion referenced referral and placement system for •handicapped children in 15 rural Georgia school districts. An administrator's guide describing the procedures for referral and placement of handicapped children as mandated by the Education for All Handicaped Children Act (P.L. 94-142) was developed and reviewed at staff development sessions with 124 school district administrators, whose schools also received technical assistance from the staff of the Chattahoochee-Flint Cooperative Educational Service Agency. A total of 2,504 handicapped children in 137 special education classes were involved in the project. An internal and external evaluation showed that the number of inappropriately placed students was reduced from 18% to 4.4% as a result of the project. The procedure developed was shown to insure proper referral and placement of handicapped students with adherence to due process and procedural safeguards as documented in individual students' records. (Author/DLS)

Descriptors: •Administrator Guides; Competency Based Education; Doctoral Dissertations; •Due Process; Elementary Secondary Education; Federal Legislation; •Handicapped Children; •Program Descriptions; •Referral; •Student Placement

Identifiers: •Education for All Handicapped Children Act

ED181693 EC122856

Development and Implementation of a Special Education Training Institute for Classroom Teachers.

Mason, Jessie B.
Nova Univ., Fort Lauderdale, Fla.
Dec 1978
105p.; Introductory Practicum, Nova University
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN80

The report describes the development and implementation of a Prince Georges County (Maryland) special education training institute designed to increase elementary school regular classroom teachers' knowledge and skills relating to teaching mildly handicapped children. The training institute was organized into four modules: identification of students with special needs, special education programs and services, techniques of classroom management, and evaluation and accountability for students with special needs. The modules were divided into components, within which teachers were expected to achieve specific competencies. Twenty professionals from the fields of special and regular education served as consultants for the 15 sessions of the training institute, which was accepted by the Maryland State Department of Education. As a result of the institute, the 18 handicapped children in the program, all of whom had previously attended regular classrooms minimally in favor of self contained classrooms and resource rooms, were assigned to regular classrooms for longer periods of time and their teachers were more receptive to their being mainstreamed. Reception of the training model led to its adoption elsewhere in the county. (Author/DLS)

Descriptors: Accountability; Doctoral Dissertations; Elementary Education; •Handicapped Children; Identification; •Inservice Teacher Education; •Mainstreaming; •Program Descriptions; •Student Evaluation; •Teaching Methods

Identifiers: •Maryland (Prince Georges County)

ED181648 EC122560

A Living Law: P.L. 94-142 and Direct Service Personnel.

Wasserman, Diana R.
Nova Univ., Fort Lauderdale, Fla.
May 1979
60p.; Practicum I, Nova University; Parts may be marginally legible
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN80
Target Audience: Practitioners

Intended for direct service special education personnel, the

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

paper traces the origin of the Education for All Handicapped Children Act (P.L. 94-142); examines the legislation and litigation which preceded its enactment; discusses its funding mechanism; reviews its relationship to Section 504 of the Rehabilitation Act of 1973; and looks at several of its major components (including nondiscriminatory testing, evaluation procedures, least restrictive environment, procedural safeguards, due process, and the individualized education program). Some issues and concerns relative to the act's implementation are discussed, and a suggested handbook is outlined, focusing on those elements of P.L. 94-142 which are crucial for its implementation both in letter and in spirit. Among the appendixes are an exceptional student education organizational chart, a step by step guide to placing a child, and the agenda for an inservice seminar. (Author/DLS)

Descriptors: Court Litigation; Due Process; Educational Diagnosis; Educational Finance; *Equal Education; Evaluation Methods; *Federal Legislation; *Handicapped Children; Individualized Programs; *Mainstreaming; *Program Development Student Evaluation; Test Bias

Identifiers: *Education for All Handicapped Children Act; *Rehabilitation Act 1973 (Section 504)

ED177814 EC121386

The Development of a Plan for Institutional Compliance with Section 504 of the Rehabilitation Act of 1973.

McKay, Elizabeth R.

Nova Univ., Fort Lauderdale, Fla.

1978

209p.; A Major Applied Research project presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Education, Nova University

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR80

The dissertation presents a plan for the compliance of William Rainey Harper College with Section 504 of the Rehabilitation Act of 1973. Chapter 1 discusses the background and significance of the plan and identifies major issues (such as the institution's commitment to nondiscrimination of the handicapped), defines terms, and cites limitations and assumptions. Chapter 2 reviews the related literature on institutional accessibility. In Chapter 3 the procedures for implementation are outlined including notification of program accessibility, the transition plan, self evaluation methodology, a summary of implementation, and a community evaluation. Findings and recommendations are detailed in Chapter 4. Among findings listed are physical changes needed in areas such as stairwells and door openings. Over two-thirds of the document consists of a bibliography and appendixes including a copy of the transition plan, and information on the self evaluation and community evaluation procedures. (PHR)

Descriptors: Community Involvement; *Compliance (Legal); *Disabilities; *Evaluation; *Federal Legislation; Higher Education; Program Descriptions; Program Development

Identifiers: *Vocational Rehabilitation Act (Section 504); *William Rainey Harper College IL

ED176453 EC120455

Developing and Monitoring Individual Education Plans for Handicapped Children.

Armstrong, Mary Lee

Nova Univ., Fort Lauderdale, Fla.

30 Sep 1978

150p.; Individual Practicum Report; Nova University

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB80

Target Audience: Practitioners

The practicum was designed to develop, implement, monitor, and evaluate a management system for developing and monitoring individual education plans (IEPs) for handicapped children as mandated by P.L. 94-142, the Education for All Handicapped Children Act. The products included an expectancy formula for educable mentally retarded (EMR) and learning disabled (LD) children, a teacher training component, and forms and procedures for implementing the evaluation process. IEPs were developed and monitored for more than 200 EMR and LD children in the rural school system in south Georgia. An analysis of the results of the IEPs on student achievement was reported. For handicapped children who had not received an individualized program prior to the utilization of the individual education plan, the data indicated statistically significant gains in reading and mathematics. Noted among other findings are that the direct costs of the management system program was minimal, that the most crucial factor in the effort was allocation of time, and that there were a few teachers who were amazed that someone would inquire as to the process in implementing the individual education plan. (Appendixes include an IEP monitoring guide, a sample IEP, student evaluation data, and an evaluation process scale.) (Author/SBH)

Descriptors: Administration; Administrator Guides; Elementary Secondary Education; Evaluation Methods; Exceptional Child Research; Federal Legislation; *Handicapped Children; *Individualized Programs; *Learning Disabilities; Mental Retardation; *Mild Mental Retardation; Models; *Program Development; *Program Evaluation

Identifiers: Education for All Handicapped Children Act

ED172499 EC114905

Development of Instructional Strategies in Reading in the Mainstreamed Elementary School Classroom.

Hurwitz, Janice

Nova Univ., Fort Lauderdale, Fla.

[1978

143p.; Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV79

The practicum report documents the development of a mainstreamed reading program for exceptional children in grades 2-4, and describes its pilot testing with 22 second grade, 21 third grade, and 21 fourth grade students. The specific process and terminal goals of the practicum are presented. The reading program is explained to have included elements traditionally associated with individualized approaches (meeting individual differences, purposes, and interests through individual pupil-teacher conferences; group instruction based on developmental skill needs and interests for specific purposes; self pacing of learning; and self selection of a part of the instructional material). Empirical evaluation is said to have shown that participating students (both special needs and non-special needs) were able to improve their reading skills to a significantly greater extent than they were able to previously. Practicum students were also noted to display less frustration in dealing with their peers and with their classroom activities. Among seven appendixes are sample recordkeeping forms, checklists, and a list of objectives, instructional strategies, and independent learning activities for the mainstreamed reading program. (CL)

Descriptors: Elementary Education; *Handicapped Children; Individualized Reading; *Mainstreaming; Program Descriptions; Program Development; *Program Evaluation; *Reading Instruction ; Reading Skills

---

ED169719 EC114579

Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Exceptional Children.

Kammuller, Kenneth C.

Nova Univ., Fort Lauderdale, Fla.

1978

463p.; Individual Practicum, Nova University; Best copy available

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: DISSERTATION (040); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIESEP79

The dissertation describes the development and implementation of an instructional planning system designed to establish accountability in instructional planning and student learning in special education programs. The author explains that identification and articulation of baseline assessment data in areas of instructional needs, with goal areas time-referenced, measureable performance objectives specified, characterizes the basic format used for instructional planning. It is reported that multidisciplinary school-site teams were established to participate in the development of

(cont. next page)

instructional plans and to review and determine the progress made by each student on at least an annual basis. Much of the document is appendixes, such as instructions for a local education agency application for funds under Public Law 94-142, the management information system status report and recommendation, and the Marin county management information system procedural guide. (Author/PHR)
  Descriptors: *Accountability; Administration; Doctoral Dissertations; Educational Planning; *Educational Strategies; Elementary Secondary Education; *Federal Legislation; *Handicapped Children; *Instructional Programs; Program Descriptions; *Program Development
  Identifiers: Education for All Handicapped Children Act

ED169710 EC114543
Developing a Schoolwide Enrichment Activity Program for Identified Gifted Students.
Perlini, Ernest L.
Nova Univ., Fort Lauderdale, Fla.
Feb 1978
52p.; Introductory Practicum, Nova University
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP79

A needs assessment was conducted of 32 middle school gifted students. Analysis of a parent survey, teacher survey, and meetings with students revealed 10 primary need areas (including opportunities for advanced skills, independent thinking, expression of creativity and originality, and acceptance from grade level peers). Four enrichment activities in career awareness in computer science, environmental awareness in oceanology, communication awareness in critical observation and writing, and speed reading development through systematic instruction were developed and judged to provide experiences to meet the identified needs. Parent, student, and teacher evaluation indicated positive results from student participation. (Author/CL)
  Descriptors: Educational Needs; Elementary Education; *Enrichment Activities; Exceptional Child Research; *Gifted; Intermediate Grades; *Needs Assessment

ED169689 EC114086
Development and Implementation of an Interagency Program for Emotionally Handicapped Children. Practicum Report.
Potter, William H.; Tolley, W. Robert
Nova Univ., Fort Lauderdale, Fla.
1977
120p.; Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Education Leaders; Nova University
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Maryland
Journal Announcement: RIESEP79

The report, over half of which consists of appendixes, describes the development and implementation of a program in Dorchester County, Maryland, to integrate into a public school 23 emotionally handicapped students (ages 6-13) who had been attending school at a state mental institution. Services provided to the children in the public school program included individualized and small group instruction, behavior modification and contingency management, psychiatric and psychological services, nursing and health services, recreation, occupational and speech therapy, and parental involvement through outreach services. Among the conclusions reached at the end of the program's first year was that the students exhibited a positive attitude towards the program as indicated by improved attendance, the absence of truancy, and the greater degree of involvement in public school activities. The many appendixes include a parental approval form, an inservice schedule, and a list of personnel qualifications. (DLS)
  Descriptors: Behavior Change; Contingency Management; *Emotional Disturbances; Individualized Instruction; *Mainstreaming; Occupational Therapy; Parent Participation; Program Descriptions; Psychiatric Services; Recreation; Speech Therapy; Truancy
  Identifiers: *Maryland (Dorchester County)

ED168262 EC114068
The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School: Phase II.
Scott, Walter H.
Nova Univ., Fort Lauderdale, Fla.
1977
216p.; Parts may not reproduce clearly; Doctoral Thesis, Nova University
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: DISSERTATION (040); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG79

The paper reports on the organization and implementation of a plan that assisted 75 mainstreamed educable mentally retarded students meet high school requirements. The report indicates that by the end of the second year 50% of all the mainstreamed students received a passing grade in all high school subjects with the exception of physical education. Attitudes of teachers are described as changing positively and parental involvement is shown to have increased significantly. It was established that the students showed significant gains in academic achievement and relationships, and greater participation in extracurricular activities. Among appendixes are sections on helping students develop desirable classroom behavior, various forms (such as a resource room behavior

(cont. next page)

checklist and a due process notice), and a staff development questionnaire. (Author/PHR)
Descriptors: Academic Achievement; Basic Skills; Doctoral Dissertations; *Educational Planning; Extracurricular Activities; *Grades (Scholastic); *Mainstreaming; *Mild Mental Retardation; Parent Attitudes; Peer Relationship; Physical Education; *Program Development; Program Evaluation; Secondary Education; Teacher Attitudes

---

ED166878 EC113425
Development and Implementation of Procedures to Maximize Instructional Time in an Itinerant Special Education Setting.
Green, Robert A.
Nova Univ., Fort Lauderdale, Fla.
Sep 1978
494p.; Ed.D. Practicum, Nova Univ.; Several pages have been removed because of their confidential nature; Appendix may be marginally legible due to colored paper and print quality
EDRS Price - MF02/PC20 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); PROJECT DESCRIPTION (141); DISSERTATION (040)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL79

The doctoral thesis, three-fourths of which consists of appendixes, describes the development and implementation of procedures to maximize the individualized instruction time of speech, hearing, and visually handicapped students in a public school itinerant special education setting in Pennsylvania. A brief review of the Education for All Handicapped Children Act (P.L. 94-142) regulations and state standards is presented. Thirty-three special education itinerant therapists and teachers, a caseload of nearly 1,700 students, personnel from 13 school districts and the intermediate unit, and parents participated in the project. Formative and summative evaluations were performed, and an ongoing monitoring system was established and operated throughout the school term. Outcomes of the project included compliance with the federal mandate, a significant increase in pupil achievement, a general acceptance of the program, a growth in cooperation, and an increase in communication and involvement between the itinerant special education personnel and parents, teachers, and other district personnel. Maximum use of available instruction time was realized. Appendixes include the federal law, the regulations, forms utilized, and detailed formative and summative evaluation information. (Author/DLS)

Descriptors: Achievement; Communication Skills; Doctoral Dissertations; Federal Legislation; *Hearing Impairments; *Individualized Programs; Intermediate Administrative Units; *Itinerant Teachers; Parent School Relationship; Program Descriptions; Program Development; *Speech Handicaps; *Therapy ; *Visual Impairments
Identifiers: *Education for All Handicapped Children Act

640

ED165408 EC113424
The Organization and Implementation of a Developmental Intermediate Classroom in an Open Concept School Setting to Meet the Special Needs of Selected 5th and 6th Grade Youngsters.
Young, John J.
Nova Univ., Fort Lauderdale, Fla.
Mar 1977
95p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUN79

The paper describes the development of a program to meet the needs of 20 slow-to-learn developmentally delayed fifth and sixth grade students. Aspects covered include program rationale, strategy, design (including criteria for student selection and budgetary considerations), implementation (including information on individual lesson plans, structured classroom situations, and parent involvement), and program evaluation (analysis of students' math and reading achievement). It is reported that the average growth of Ss was 2 years in reading and 1.2 years in mathematics, with progress also noted for study skills and self concept. Among 12 appendixes are summaries of student scores on such tests as the Stanford Diagnostic Reading Test and the Wide Range Mathematics Achievement Test. (CL)

Descriptors: *Academic Achievement; Elementary Education; Handicapped Children; Intermediate Grades; *Program Descriptions; *Program Development; Program Effectiveness; Program Evaluation; *Slow Learners

---

ED163695# EC112665
Design and Implementation of a Field Service Program for the Moderately Mentally Handicapped.
Bachtel, Dolores H.; Smallwood, Wayne N.
Nova Univ., Fort Lauderdale, Fla.
Jun 1978
132p.
Document Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY79

A group of 20 middle school students worked to improve the bowling, skating, and swimming skills of 50 moderately mentally handicapped children, while also providing the handicapped children with increased individual interaction, and increased social self-management skills. Assessment instruments were designed to measure the objectives. The teacher assistants worked with the handicapped children one-half day per week from March-June, and each morning for three hours for the month of July. All objectives were met,

(cont. next page)

611

and both teachers and teacher assistants felt the program deserved expansion and institutionalization. (Appendixes include, in part, the parents' survey, the skills checklist, a literature review, and a handbook.) (PHR)

Descriptors: *Educational Assessment; *Mental Retardation; *Program Development; *Psychomotor Skills; Secondary Education ; *Skill Development; *Social Development; Students; Trainable Mentally Handicapped

ED157216 EC110695

The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School. Introductory Practicum.

Scott, Walter H.

Nova Univ., Fort Lauderdale, Fla.

Apr 1977

189p.; Some pages in the appendixes may not reproduce well in hard copy ; Pages 154 through 171 and 172 through 178 have been removed due to restrictions and illegibility

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Document Type: DISSERTATION (040)

Journal Announcement: RIEDEC78

Described is a special program in which 75 educable mentally retarded students were mainstreamed into West Philadelphia High School during the 1975-76 school year, after large percentages of such students had failed in previous years to adjust to regular classes. Discussed are the program goals of emotional, social, and economic adjustement, and program objectives and strategies. The program design and procedures are described in terms of knowledge and skills needed for successful functioning, raising student self-images, child study by teachers, testing, cultural and peer conflicts, psychological evaluation, and parental involvement. The program is said to have been successful in 1) teaching the students necessary skills to function successfully, 2) improving the reading and mathematics skills of approximately 75% of the students, and 3) raising the students' self-images. A bibliography is included, along with extensive appendixes. (DLS)

Descriptors: *Adjustment (to Environment); High Schools; *Mainstreaming; Mental Retardation; *Mild Mental Retardation; Normalization (Handicapped); *Program Descriptions; Secondary Education; Special Education; *Special Programs

Identifiers: *West Philadelphia High School PA

643

642

ED154576 EC110323

Developing and Implementing Due Process Procedures for Exceptional Children.

Armstrong, Mary Lee

Nova Univ., Fort Lauderdale, Fla.

Aug 1977

248p.; Introductory Practicum Report; Print on some pages is marginal and may not reproduce well in hard copy

EDRS Price - MF01/PC10 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

The report describes the development and monitoring of a procedural due process model for handicapped and gifted students in a large rural school system. It is explained that commercially available materials were used to train administrators and teachers, consistent forms were developed and reproduced for the entire system, and a monitoring process was implemented. The development of a Procedural Due Process Checklist, a Procedural Due Process Personnel Training Program is detailed, and sample copies of each product are included in the appendix. (CL)

Descriptors: Conceptual Schemes; *Due Process; Educational Policy; Elementary Secondary Education; *Gifted; *Handicapped Children; Inservice Teacher Education; Models; School Policy

---

ED150922 HE009663

An Analysis of Student And Faculty Attitudes Toward Grading Practices in Relation to Student Characteristics of Entering Students and Attrition.

Haughey, Edmund J.

Nova Univ., Fort Lauderdale, Fla.

1977

111p.; Applied Research Project, Ed. D., Nova University; Some parts may be marginally legible

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUL78

In a study of the grading practices at Bridgewater State College, three research projects were conducted: (1) a questionnaire that compared faculty perception of grading in 1976 with their perceptions in a similar questionnaire in 1972; (2) a questionnaire for students adapted from the faculty questionnaire; and (3) a survey of the academic departments on three questions on grading of concern to the academic dean. The faculty and students both supported the concepts that grading is a significant responsibility of the faculty and that grades motivate students. Two-thirds of the faculty believed that their grading practices are not consistent with the grading pattern of the college. The students supported the extension of pass-fail while the faculty did not. Although the students rejected rigorous criteria for honors, the faculty supported them. The faculty almost unanimously concurred with the current catalog definitions of the grades and the students generally agreed that these definitions were followed in practice. The faculty emphasized standards as the chief criterion in determining course grades, though in lower division courses they did take effort into account. The students strongly supported effort and the completion of certain amounts of work as the most important criteria. In the application of course grades the students most strongly supported grade descriptions that emphasized effort and the full use of one's ability. The faculty, on the other hand, generally selected the descriptions that related the student's performance to the other members of the class. (Author/SPG)

Descriptors: Academic Ability; *Academic Achievement; *Academic Standards; Departments; Grades(Scholastic); *Grading; Higher Education; Honors Curriculum; Pass Fail Grading; Questionnaires; *Student Attitudes; Student Characteristics; Student Evaluation; Student Motivation; *Teacher Attitudes

Identifiers: *Bridgewater State College MA

ED144271 EC101852

Implementation of a Speech Improvement Program at the Kindergarten Level.

Green, Robert A.

Nova Univ., Fort Lauderdale, Fla.

30 Apr 1977

191p.; Introductory Practicum, Nova University ; Some parts may be marginally legible due to print quality of the original

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

Evaluated was a speech improvement program for kindergarten students in which speech improvement lessons were summarized for teachers, and the services of itinerant speech therapists were shared by classroom teachers. Teacher and therapist agreed upon specific speech lessons which were conducted on a weekly basis. Program development involved speech therapist and teacher inservice and observations, an inventory of program materials, formative and summative evaluations, and a monitoring of monthly and annual enrollment data. A reduction in the need for speech therapy in the first grade was noted in the following fall. Teachers and therapists expressed positive reactions to the program and additional benefits included increased reading readiness skills. (Author/CL)

Descriptors: Consultants; Early Childhood Education; Itinerant Teachers; Primary Education; Program Descriptions; •Program Effectiveness; •Speech Handicaps; Speech Improvement •Speech Instruction; Speech Therapy; Therapists

ED136528 EC100255

Educational Process Evaluation by Teachers.

Kelter, Joel L.

Nova Univ., Fort Lauderdale, Fla.

Jun 1976

226p.; Individual Practicum, Nova University ; Best copy available

EDRS Price - MF01/PC10 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

Reported on is a practicum involving training of ten teachers from five schools to conduct screening and educational process evaluation of potential learning disabled students. Brief sections cover the project's background, statement of the problem, objectives, and approach to the solution. Activities of the practicum are reported to include obtaining approval to conduct the practicum, organizing a practicum leadership team, conducting a needs assessment review, developing a training model, and inviting participation by principals. Noted are the following practicum outcomes: development of evaluation criteria, audit of student diagnostic folders, training of ten classroom teachers and counselors, design of a training manual, and determination of a $300 cost per teacher budget. The major portion of the document consists of appendixes which include the following: copies of the authorization and preparation letters and forms for the implementation of the practicum, process materials used in developing and evaluating the model for educational process evaluation, a list of program monitors, an outline of the plan of action, correspondence with participating principals and practicum leadership team members, and an outline on institutionalizing the practicum. (SBH)

Descriptors: Conceptual Schemes; Demonstration Programs; •Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; •Identification; •Inservice Teacher Education; •Learning Disabilities; Models; Practicums; •Program Development; •Student Evaluation

ED136527 EC100254

Changing the Staff Selection Process: A Source Book for Directors of Special Education.

Vidaurri, Otilia V.

Nova Univ., Fort Lauderdale, Fla.

[1976

76p.; For related information, see EC 100 253

EDRS Price - MF01/PC04 Plus Postage.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG77

Target Audience: Practitioners

Intended for Special Education Directors, the source book is designed to provide assistance in the areas of personnel identification and selection. In part I, recommended competencies are listed for the following special education staff: resource classroom teacher, self-contained teacher, vocational adjustment teacher, generic classroom teacher, administrator, supervisor, educational diagnostician, counselor, psychologist, and special education teacher aide. Part II on staffing the schools covers the following topics:

(cont. next page)

practices and techniques in the selection of staff (on the question of relative validity, on staff selection methods, interviews, biographical information, reference checking, rating scales, transcripts, sociometric devices, applicant's personality, and "halo effect"); on hiring the handicapped; unlawful employment practices; and a new interview approach--the teacher perceiver interview guide. A final section offers a brief summary of staff selection practices and a list of questions to be used in interviews for special education teacher selection. Appended are Texas guidelines for special education personnel, an interview checklist, proposed interview questions, and role description models for special education programs. (SBH)

Descriptors: *Administrator Education; *Administrator Guides ; Certification; *Department Heads; Elementary Secondary Education; *Handicapped Children; Inservice Education; *Personnel Selection; *Special Education Teachers; Teacher Qualifications; Teacher Selection

Identifiers: *Texas

ED136526 EC100253

Changing the Staff Selection Process for Special Education. Maxi II Report.

Vidaurri, Otilia V.

Nova Univ., Fort Lauderdale, Fla.

Jun 1976

97p.; Maxi II Report, Nova University; For a copy of the source book developed during the practicum, see EC 100 254

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

Presented is the report on a practicum to implement a series of activities to assist Directors of Special Education in the task of personnel identification and selection. Specific issues considered are skills or competencies in special education staff roles, guidelines for special education certification in Texas, and practices and techniques in the selection of special education personnel. Reviewed are the following practicum activities: conducting a needs assessment to identify problem areas in the selection of special education staff; surveying the literature for results of research on effective competencies for successful special education staff; designing and publishing a self-study source book on staff selection for Directors of Special Education; designing and implementing a seminar for Special Education Directors on "Changing the Staff Selection Process in Special Education"; disseminating a source book to a large population of individuals involved in staff selection on the public school, college, and university settings; making observations of interviews conducted by a target population of directors who undertook self-study of the source book; designing and using numerous instruments applicable to the practicum activities; analyzing and reporting results of the data collected; and conducting formative and summative evaluation activities. Appendixes include a practicum design chart, a staff selection checklist, and a chart of the evaluation model. (SBH)

Descriptors: *Administrator Education; Certification; *Department Heads; Elementary Secondary Education; *Handicapped Children; Inservice Education; *Personnel Selection; Practicums; Seminars; *Special Education Teachers; Teacher Qualifications; Teacher Selection

Identifiers: *Texas

ED136525 EC100252

Helping Parents Acquire and/or Maintain Realistic Expectations of Their Child's Learning Abilities. Mini Practicum Report.

Wray, Kenneth A.

Nova Univ., Fort Lauderdale, Fla.

Nov 1976

42p.; Mini Practicum Report ; Hard copy not available due to marginal legibility of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

Evaluated with a total of 89 parents was the effectiveness of a structured reporting format in guiding the parent teacher conference so that parents were able to acquire and/or maintain realistic expectations of their learning disabled children's abilities. The form included a section asking parents to explain their goals for the child, a section presenting the pupil's academic strengths and weaknesses in a graphic manner, a section on detailing the child's work habits, and a summary section. Indications of parental growth were observed in their self evaluation responses and their children's improved school performance both of which improved after the parent teacher conferences regardless of whether the reporting form was used. Appended are the results of the teachers' evaluation of the form, a sample reporting form, and a summary of post-conference teacher evaluations. (DB)

Descriptors: Elementary Secondary Education; Exceptional Child Research; *Learning Disabilities; *Parent Child Relationship; Parent School Relationship; *Parent Teacher Conferences; *Records (Forms)

ED136332 EA009210

Educational Leadership Appraisal: A New Look at Performance and Potential.

Nova Univ., Fort Lauderdale, Fla.

Gatekeepers' Gazette, v3 n2 pp1-8 Sep 1974 Sep 1974

9p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080)

Journal Announcement: RIEAUG77

This publication presents a brief overview and discussion of

(cont. next page)

the Educational Leadership Appraisal (ELA) system, which was developed for use in Nova University's National Ed.D. Program by Education Research Corporation. ELA is a performance-based procedure for observing and assessing leadership behavior that evaluates an individual's potential for exercising leadership in an administrative position within a school system. Each individual is appraised along 23 leadership dimensions, which are grouped into the broad categories of management and organization, communication, problem-solving, task orientation, and interpersonal qualities. (JG)

Descriptors: *Administrator Education; *Administrator Evaluation; Administrators; Competency Based Education; *Educational Administration; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Higher Education; *Program Descriptions

Identifiers: Educational Leadership Appraisal

ED134209 IR004394

A Study of the Effects of a Trained Television Communicator on Undergraduate Attitudes and Learning.

Wardwell, Douglas D.
Nova Univ., Fort Lauderdale, Fla.
1975
57p.; Ed.D. Research Project, Nova University
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: DISSERTATION (040)
Journal Announcement: RIEJUN77

This study was aimed at determining whether there was a difference in attitude and achievement scores of undergraduate students enrolled in an instructional television (ITV) course when academic content was given three treatments: (1) by a regular faculty member who employed formal lecture- reading mode, (2) role player who employed formal lecture-reading mode, (3) trained communicator who employed informal lecture-reading mode. Two different ITV lessons were presented to three groups of 30 each with attitude measured by scores on a 14-item Likert device forcing responses re: ITV presentors, and achievement measured by scores on a 20-item multiple choice test to assess recall on lesson content. Reliability was conducted by split half, validity by concurrence; data by one way analysis of variance, and design was experimental. Results in two lesson runs, conducted to correct for maturation, produced hypothesis rejection for attitude (no significant difference regardless of treatment) and split results for achievement (a significant difference favoring the trained communicator in the first lesson run and no significant difference in the second). (Author)

Descriptors: *Academic Achievement; Achievement Rating; Design Preferences; Educational Attitudes; Educational Television; *Student Attitudes; Teacher Influence; *Television Research; *Television Teachers

---

ED133826 EA009063

One Hundred Practicums: A Basic Resource for Practitioners. Nova National Leadership Program Reports in ERIC.

Nova Univ., Fort Lauderdale, Fla.
The Gatekeepers' Gazette, v6 n2 pp1-27 1976-1977 1976
28p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: RIEJUN77

This publication consists mainly of resumes of 100 practicum reports written by participants in Nova University's educational administration practicum program. All the resumes were originally published in issues of the Education Resources Information Center (ERIC) catalog "Resources in Education." Each resume includes a 100-200 word abstract of the practicum report, as well as a number of descriptive index terms selected from the "Thesaurus of ERIC Descriptors." In addition, each resume also lists a variety of other bibliographic information, including the cost of ordering a copy of the complete practicum report from the ERIC Document Reproduction Service. (JG)

Descriptors: *Abstracts; Annotated Bibliographies; *Educational Administration; Elementary Secondary Education; *Practicums

ED127771 EC091005

Program for Hearing Impaired Children: Preschool Phase. Maxi II Practicum Report.

Drew, Herbert A., Jr.
Nova Univ., Fort Lauderdale, Fla.
Apr 1976
203p.; Maxi II Practicum Report, Nova University
EDRS Price - MF01/PC09 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77

Reported are results of a practicum from which a regional program for hard of hearing preschool children was developed and implemented which provided direct classroom services, parent counseling and inservice educational programs for school districts in the southeast region of Massachusetts. Noted is the delivery model of an educational collaborative to provide services for low incidence handicapped children. Discussed are the regionalization concept, the TRIAD model (a three member goal setting scheme for aspirational indexes), and the staffing and organizational relationships developed between two polar programs (preschool and secondary levels) within a region. Sections are given to topics such as state regionalization, the impact of rubella, development of a federal grant, definition of the population served, and evaluation of eight specific objectives such as the provision of individual and group counseling services to parents and the design of an inservice training program. Emphasized is the linkage of the program with a secondary program for deaf students. Evaluation is reported to show student gains based on criterion referenced measures and attendance records indicating acceptance of the educational program. Continuation and expansion of the model program is reported. A major portion of the document consists of appendixes including the federal grant proposal, public announcements, job descriptions, and a rating scale. (DB)

Descriptors: *Cooperative Programs; *Delivery Systems; *Educational Programs; Exceptional Child Education; Hearing Impairments; Inservice Teacher Education; Parent Education; *Partial Hearing; Preschool Education; *Regional Programs; State Programs

Identifiers: *Massachusetts

ED127770 EC091004

Program for Hearing Impaired Adolescents: Secondary School Phase. Maxi II Practicum Report.

Lynch, Edward J.
Nova Univ., Fort Lauderdale, Fla.
May 1976
248p.; Maxi II Practicum Report, Nova University
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77

Described in the practicum report is the design, implementation, and evaluation of the first comprehensive high school program for five hearing impaired adolescents in Southeastern Massachusetts. Sections focus on the following topics: the Southeastern region's need for a high school hearing impaired program, the impact of the state invitation to develop such a program, the follow through of local and regional acceptance and program design, the Taunton High School program, program evaluation, and program cost efficiency. It is reported that the program has resulted in the specification and accomplishment of such goals as mainstreaming each handicapped student, whenever possible, into regular school and classroom activities. Noted is the active participation of enrolled students, their parents, their resource teacher, and their building administrator in a critique of program effectiveness. Stressed is the linkage relationship of the program with a preschool program serving hearing impaired children within the region. It is concluded that multi-faceted evaluation has determined the program to be a productive and cost efficient operation which is to be continued and expanded. The major portion of the document consists of appendixes such as the text of the state department invitation, guidelines for programs serving the hard of hearing, staff job descriptions, an outline of the program of studies at the high school, and a survey form. (DB)

Descriptors: Cost Effectiveness; Exceptional Child Education ; *Hearing Impairments; Mainstreaming; Practicums; *Program Design; *Program Evaluation; *Regional Programs; Resource Teachers; Secondary Education

Identifiers: *Massachusetts

ED125232 EC090500

Operation Mainstream (Training Teachers to Teach Handicapped Students). A Practicum.

Harris, Petra
Nova Univ., Fort Lauderdale, Fla.
May 1976
198p.; Practicum, Nova University
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV76

Described as part of a doctoral practicum are a summer staff

(cont. next page)

development program, inservice activities, and the resource/consultation teacher approach to enable the mainstreaming of educable mentally handicapped, emotionally/socially maladjusted, and learning disabled children. After an introduction, research is reviewed on special education placement, alternative programs, individualization of instruction, training regular teachers to teach handicapped children, and training noncategorical special education teachers. Aspects of executing the practicum such as assessing needs, planning the workshops, and training the teachers are discussed. It is reported that responses of participating teachers and parents of children in the program are reported to have been highly positive and that most of the practicum objectives were met. Reasons for the practicum's success are given as including staff development, the diversity of supplementary learning materials made available, and intra-staff communication. Among recommendations are that additional research is needed on teacher inservice training as related to mainstreaming and individualized instructional and teaching style. Appendixes include a needs assessment checklist, a procedural timetable, and a list of characteristics of teachers in the practicum. (DB)

Descriptors: Elementary Secondary Education; *Emotional Disturbances; Exceptional Child Education; *Inservice Teacher Education; *Learning Disabilities; *Mainstreaming; *Mild Mental Retardation; Practicums; *Program Descriptions; Resource Teachers

---

ED125231 EC090499

A Model to Improve Teacher Performance in Implementing Individual Instructional Programs for Exceptional Children in a Mainstream Education. Midi Report.

Vidaurri, Otilia V.
Nova Univ., Fort Lauderdale, Fla.
May 1976
106p.; Midi Report, Nova University
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV76

Described is a teacher development center, an inservice program designed to develop competencies for individualizing instruction in 73 regular and special educators attending 2-week training sessions. It is explained that training focused on 12 content modules (including teacher communication and guidance, classroom management, and organization of learning centers) presented in five learning centers using different modalities (including audiovisual centers and game presentations). Pre and post criterion referenced tests are said to indicate that although only nine Ss achieved mastery, which had been established at 75%, the majority of Ss demonstrated improvement in individualizing instruction. Among 13 appendixes are a copy of the diagnostic instrument used as a pre and post test, sample evaluation comments from participants, and a followup questionnaire for principals. (CL)

Descriptors: Exceptional Child Research; *General Education *Handicapped Children; *Individualized Instruction; *Inservice Teacher Education; Institutes (Training Programs); *Program Descriptions; Special Education Teachers; Teachers

---

ED125230 EC090498

Developing a Model Appraisal and Record System for Special Education Services in Local School Districts. Maxi II Practicum Report.

Stephens, Preston C.
Nova Univ., Fort Lauderdale, Fla.
Apr 1976
217p.; Maxi II Practicum Report, Nova University
EDRS Price - MF01/PC09 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV76

The appraisal awareness committee of Region XX (made up of 51 school districts in the San Antonio, Texas area) CASE (Council for Administrators of Special Education) studied issues connected with the student appraisal process particularly in the categories of language/learning disabled, emotionally disturbed, and mentally handicapped. The committee was subdivided into five groups to provide solutions to a need for legal protection, a need for uniform eligibility standards, a need for a standard set of forms, a need for a model appraisal flow chart, and a need to standardize the roles of supportive personnel. Solutions to all of the needs but the last (dealing with role standardization) were proposed. The majority of the items were accepted by Region XX CASE, and an Appraisal Awareness Seminar was held to explain the recommendations. The project was evaluated along three areas: process (described in terms of staff, clerical assistance, facility utilization, and monetary support); products resulting from the project (including reports of the various committees, a set of forms for implementing a common appraisal system, and a manual explaining the model appraisal process); and effects of the project (including a drop in the number of students found eligible for the educable mentally handicapped program due to the requirement of more exact criteria for placement). (Appendixes, which make up the bulk of the document, include information on the organizational meeting and plan, committee reports, the project's manual for understanding the special education appraisal process, a copy of state board policy, and examples of individually administered intelligence tests.) (Author/SB)

Descriptors: *Administrative Policy; *Demonstration Programs ; Elementary Secondary Education; *Emotional Disturbances; Exceptional Child Education; *Learning Disabilities; *Mental Retardation; School Districts; Special Education; Student Evaluation; *Student Placement

Identifiers: *CASE; *Council for Administrators of Special Education; Texas (San Antonio)

DIALOG File 1: ERIC _ 66-92/FEB.

ED125229 EC090497
Development of a Mobility Training Program for Young Adult Trainable Mentally Handicapped Clients at the Ray Graham Training Center. Maxi II Practicum Report.
Jordan, Ellen M.
Nova Univ., Fort Lauderdale, Fla.
Sep 1975
157p.; Maxi II Practicum Report, Nova University
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV76

Provided is a practicum report on a travel training program initiated at the Ray Graham Training Center (Chicago, Illinois) for 40 trainable mentally handicapped young adults. The center is described in terms of the geographic area and clients served, staff roles, parent role, and curriculum. It is noted that a prime impetus for the development of a mobility training program came from the need of clients to reach job sites. A search of the literature is reported to reveal that very little written material exists on travel training for the mentally retarded. Outlined are instructional objectives (such as the ability to discriminate and use various forms of money) and activities (such as orientation tours of the school community), and briefly described are methods for evaluating program effectiveness. Described in the section on program implementation are the gaining of parental cooperation, procedural activities (such as development of a program rational), client selection procedures, and instructional activities (such as field trips). The terminal objective, developmental sequence, and evaluation of the independent travel training design are given. Pointed out are the steps to be taken in preparation for independent travel. Program evaluation results are cited which support the program's success in terms of achievement of program objectives, parental cooperation, and system wide application. Appendixes include a pedestrian skills checklist, a table comparing mobility goals and attainment, and a 36-page teacher's guidebook for mobility training. (SB)

Descriptors: Community Programs; Curriculum; Exceptional Child Education; Mental Retardation; Normalization (Handicapped); Parent Role; *Program Descriptions; *Program Evaluation; *Programs; Staff Role; *Trainable Mentally Handicapped; *Travel Training; Young Adults

DIALOG File 1: ERIC _ 66-92/FEB.

ED111794 SP009487

Educational Media Competencies for Future Secondary School Teachers: A Comparative Study of Views Held by Secondary School Principals and Academicians.

Romano, Francis A.; Spiecker, Joseph
Nova Univ., Fort Lauderdale, Fla.
12 Jul 1974

39p.; A practicum presented to Nova University in partial fulfillment of the requirements for the Degree of Doctor of Education (Nova University, July 12, 1974)

EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN76

The purpose of this study was to obtain evidence that a formal course in educational media should be required of all secondary education students at Trenton State College. In order to obtain this evidence, a questionnaire was sent to 324 public secondary school principals in New Jersey and 220 academicians at Trenton State College. Sixty-eight percent of the principals and thirty-five percent of the academicians surveyed returned the questionnaire. The questionnaire asked the subjects to rate seven educational media competencies according to their importance for secondary school teachers on a scale of 1 to 5. From eight academic approaches listed on the questionnaire, the subjects were also asked to indicate the approach they viewed as best for the development of the seven educational media competencies in secondary school teachers. It was concluded from the findings of this study that secondary school principals and academicians place "great importance" on the seven educational media competencies, and that they view a three-credit introductory course in educational media as the best academic approach for the development of educational media competencies in secondary school teachers. (Author)

Descriptors: *Educational Media; *Education Courses; Instructional Innovation; Practicums; *Questionnaires; Secondary Education; *Secondary School Teachers; Surveys; *Teacher Education; Teaching Skills

---

ED111465 JC750486

Revised System of Evaluation.

Emerson, George H.
Nova Univ., Fort Lauderdale, Fla.
20 Dec 1974
33p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN76

Exclusive reliance on objective testing focuses students' attention too narrowly on memorization and rote answers to complex problems. Grades become supreme ends; learning, merely a by-product. Since students learn best when asked to verbalize, analyze, and synthesize their ideas, a grading system was implemented in a social science course at Miami-Dade Community College (Florida) which would encourage analysis and learning from different sources. Students could earn up to five points a week on objective tests, and up to four points a week on written reports. In addition to textbook assignments, students received lists of audio tapes, movies, television documentaries, and articles which could be reviewed. Grading of review was based on the extent the student wrote in his own words, the care he took in writing, and the way he related material to academic ideas and personal experience. Results of a questionnaire found student attitudes positive toward the course, the grading system, and especially toward the variety of ways points could be earned. Although care must be taken to insure the quality of the outside sources and the reports themselves, the new system adds flexibility to course curriculum, encourages optimism toward success in the course, and focuses attention on understanding rather than memorization of ideas. Extensive tables of data are appended. (Author/NHM)

Descriptors: *Assignments; Course Evaluation; Critical Thinking; Essays; Evaluation Methods; *Grading; *Instructional Materials; Learning Processes; Multimedia Instruction; Objective Tests; Reports; Rote Learning; Sciences; Student Attitudes; *Student Evaluation; Tables (Data); *Two Year Colleges

---

ED111463 JC750484

Teacher Self-Disclosure and Advocacy, Compared to Neutrality, Their Effect on Learning, with Special Reference to Religious Studies.

Kuiper, H. Peter
Nova Univ., Fort Lauderdale, Fla.
24 Jul 1975
31p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN76

A teacher must confront the issue of whether or not he

(cont. next page)

should disclose his beliefs, and if so, to what extent. Disclosure can easily become advocacy. A review of the literature reveals that self-disclosure quickens learning, but the literature is divided on whether a religion teacher in tax-supported schools should advocate personal teacher self-disclosure and advocacy on their learning, a questionnaire was developed and administered to four Interpersonal Communication classes and one English class. The survey of 87 Fresno City College (California) students showed overwhelmingly that they saw their most effective teachers as being self-disclosing; that they preferred teachers to self-disclosure and, to a lesser extent, advocate a position. An analysis of the responses by age groups revealed that while both students under 25 and students 25 and over favored teacher self-disclosure and advocacy, the older group did so more strongly. The evidence of this study supports teacher self-disclosure in the classroom, even in religious studies, for both philosophical and educational reasons. The questionnaire and extensive bibliography are appended. (Author/NHM)

Descriptors: *Beliefs; *College Faculty; Ethics; Learning Motivation; Literature Reviews; Practicums; Questionnaires; *Religious Education; *Self Expression; Student Attitudes; Student Teacher Relationship; Teacher Influence; Two Year Colleges; *Values

ED111457 JC750477

Study of the Discipline-Based Education vs. Liberal Education in the Department of Social Sciences, S. P. J. C. St. Petersburg Junior College, Florida .

McCuskey, E. Scott; Worley, William E.
Nova Univ., Fort Lauderdale, Fla.
14 Jun 1974
28p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN76

The heterogeneous nature of community college populations has resulted in an academic dichotomy within two-year institutions. Most institutions offer two types of programs: (1) discipline-based, university parallel programs, oriented toward transferring students to four-year institutions; (2) vocational/technical programs, oriented toward terminal degrees. Since two-year colleges are unique institutions with philosophy and goals to justify their separate existence, a more coherent educational approach is needed, identified as "liberal education." Liberal education seeks not only mastery of bodies of information, but coherence among them, enhancing personal development. The curriculum of a discipline-based social science department was studied by developing a "program-priority-value-matrix." Three factors were used: (1) program priority; (2) student demand priority; (3) cost per credit hour. The hypothesis that decision-making curriculum managers perpetuate the dichotomy between discipline-based and vocational/technical education was sustained; social science courses had little or no demand/priority in vocational programs. A policy of 40 percent specilization requirements, 40 percent general education requirements, and 20 percent electives is recommended, so that a student can break out of the rigid "tracking" system. (NHM)

Descriptors: Academic Education; College Curriculum; *Core Curriculum; *Elective Courses; *General Education; Individual Development; Practicums; Social Sciences; Specialization; *Terminal Students; Transfer Students; *Two Year Colleges; Vocational Education

Identifiers: *Saint Petersburg Junior College FL

ED109219 TM004679

Development of an Instrument to Measure Educational Situational Variables and Preschool Competencies Desired by Parents.

Bailey, John E., III; Ellis, David B.
Nova Univ., Fort Lauderdale, Fla.
25 Jan 1974
57p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV75

An instrument was developed to measure the factors that parents perceive as affecting their ability to raise their child and the competencies that parents desire for their children to have by age six. This instrument was administered to two samples. The information derived from these samples indicate that this instrument would be useful in a group setting. Reliability and validity are not sufficiently established; indications existed that they were adequate. The instruments used in the study are included in the appendices. (Author/DEP)

Descriptors: Behavioral Objectives; Child Development; *Child Rearing; Early Childhood Education; Educational Needs; Measurement; *Parent Aspiration; *Parent Attitudes; Parent Child Relationship; *Preschool Children; *Questionnaires; Surveys; Test Construction

ED108733 JC750406

A Faculty Plan for Changing Membership of the Board of Trustees.

Dominguez, Gilbert M.
Nova Univ., Fort Lauderdale, Fla.
1 Apr 1975
39p.; Ed.D. practicum, Nova University. The Appendix (four pages) may reproduce poorly
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV75

This document describes a faculty attempt to change the

(cont. next page)

composition of the Board of Trustees at Mt. San Antonio College (California). Since the establishment of the college in 1946, the Board has had very few changes in membership; the trustees have served very long terms and reflect the white, rural outlook at the community's past. The community has since become suburban, with a large ethnic population. In January 1975, the Executive Board of the Faculty Association organized a 20-member Political Action Committee (PAC) to facilitate a plan for selecting candidates for faculty endoresment for the March 1975 elections, when three seats on the Board of Trustees would be open. PAC formed a coalition with the La Raza Faculty Association (LRFA) for the mutual endorsement of one Chicano candidate chosen by LRFA and one chosen by PAC. They interviewed candidates, developed a campaign committee, obtained funding from the political arm of the California Teachers Association, surveyed trustees to determine present representation and philosophies, and surveyed faculty to determine their opinions of faculty involvement in political action. However, the PAC failed to gain wide faculty support or to sustain campaign participation, and the endorsed candidates did not win. Results of the faculty survey showed that most of the faculty did not favor the concept behind the PAC. The questionnaires are appended. (DC)

Descriptors: College Faculty; Community Characteristics; *Elections; *Faculty Organizations; Governance; Governing Boards; Local Issues; Minority Groups; Political Attitudes; *Political Power; Questionnaires; Teacher Attitudes; Teacher Participation; *Trustees; *Two Year Colleges

Identifiers: Mount San Antonio College CA

ED108730 JC750403

A Comparison of Subject Matter Acquisition between Students Who Elect "Pass/Fail" and Those Who Accept Traditional Grading in an Introduction to Africa Course at York College.

Call, Richard W.
Nova Univ., Fort Lauderdale, Fla.
25 Jun 1975
17p.; Ed.D. practicum, Nova University
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV75

In order to determine the extent to which Pass/Fail grading affects the learning process by altering student motivation, the author studied the grades of 61 Pass/Fail and 61 traditionally graded students who had enrolled in the "Introduction to Africa" course at York College (Pennsylvania) during the three semesters of 1973-74. All students had the same instructor, and all students were assigned traditional grades according to the same criteria; only the student and the Records Office knew of the student's choice of Pass/Fail or traditional grading. Results of comparing the grades of all 61 Pass/Fail students against those of all 61 traditionally graded students indicated no significant difference between the two groups. However, when the variables of sex, intelligence (IQ), academic achievement (GPA), class status, course load, and college major (stratified random sample) were controlled, the course grade means were significantly different at the .05 level of confidence, suggesting that students who elect to take a course Pass/Fail may not be as motivated to learn as those who choose to be graded conventionally. A literature review and a bibliography are included. (DC)

Descriptors: *Academic Achievement; Bibliographies; Doctoral Dissertations; Grades (Scholastic); *Learning Motivation; Literature Reviews; *Pass Fail Grading; Practicums; *Student Motivation; *Two Year Colleges

Identifiers: York College

ED108728 JC750401

Faculty Attitudes toward Assessment of Experiential Learning.

Kray, Eugene J.
Nova Univ., Fort Lauderdale, Fla.
1 Jun 1975
58p.; Ed.D. practicum, Nova University
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV75

It was hypothesized that there is a significant difference in attitudes toward theories of learning between faculty members who assess experiential learning (EL) for award of college credit and those who do not. A questionnaire eliciting opinion on EL assessment methods and philosophy was distributed to 595 faculty members at 54 two- and four-year institutions. The questionnaire contained five statements from the behaviorist position and five from the cognitive constructionist position. Faculty were asked to respond using a six point modified Likert scale ranging from "strong support" to "strong opposition." Usable responses were received from 114 respondents who were involved in the assessment of EL and 68 who were not. Results indicated that the faculty who assess EL tend to take the cognitive constructionist position, while those who do not tend to take the behaviorist position. A literature review is included and the survey instrument is appended. (Author/DC)

Descriptors: College Faculty; Doctoral Dissertations; Experiential Learning; Higher Education; *Learning Experience *Learning Theories; Postsecondary Education; Practicums; Questionnaires; *Student Evaluation; Student Experience; *Teacher Attitudes; Teacher Characteristics; *Two Year Colleges

DIALOG File 1: ERIC _ 66-92/FEB.

ED101452 EA006729

The Executive Middle School Internships--A Model.

Martin, William Rogers, Sr.

20 Jan 1975

236p.: Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida)

EDRS Price - MF01/PC10 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN75

The purpose of this practicum was to develop and field test a model plan for the Executive Middle School Internship Program at Nova Middle School. The plan was designed to effectuate a marriage between the theoretical and the practical by combining the best elements of classroom analysis with actual experience in the world of executives and organizations. An effort was made, first, to determine if community resources were available, sufficiently sophisticated, and receptive to provide meaningful exploratory experiences related to careers and, second, to determine to what extent, if any, positive career exploration experience could widen horizons and develop and enhance positive attitudes toward the world of work in eighth grade students. A model plan was developed and field tested; community agencies were responsive and demonstrated expertise in providing exploratory experiences for students; and an analysis of the pre- and post-attitudinal survey and tests revealed that the experience did widen horizons and develop and enhance positive attitudes toward the world of work in the participants. (Author)

Descriptors: Career Guidance; Community Involvement; Cooperative Education; Educational Programs; Evaluation; Field Experience Programs; *Internship Programs; Junior High Schools ; *Middle Schools; *Models; *Program Evaluation; *School Community Programs; School Community Relationship; Secondary Education; Vocational Interests

665

664

ED099061 JC740502

An Investigation of the Causes of Student Drop-out in Introduction to Business 460-108.

Killen, Kenneth; Lidstrom, Kermit
Nova Univ., Fort Lauderdale, Fla.
22 Apr 1974
19p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

A study was made to determine the reasons that students drop Introduction to Business at Cuyahoga Community College-Metropolitan Campus. Of 422 students who were enrolled in the course during the winter quarter of 1974, 103 withdrew. An attempt was made to reach by telephone all students who had withdrawn from the course. Of the 52 who were reached, 48 stated that they had withdrawn because of personal reasons, and 4 stated that they withdrew due to teacher/student conflict. The students surveyed were, for the most part, unaware of the options open to them. (DB)

Descriptors: *Business Education; *College Students; *Community Colleges; *Dropout Research; Postsecondary Education; Practicums; *Student Attitudes
Identifiers: *Cuyahoga Community College Cleveland OH; Ohio

ED099060 JC740501

L.P.N. Students Evaluate Cooperating Agency Experiences.

Grippando, Gloria M.
Nova Univ., Fort Lauderdale, Fla.
Oct 1974
27p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

This study examined the relationship between clinical laboratory experiences in 19 local cooperating agencies and the philosophy of the College of Lake County Licensed Practical Nursing Program. The subjects were 27 female LPN students, ages 18-44, who completed an evaluative form consisting of 10 items. The items were evaluated on a 1 to 5 rating scale, indicating a poor to superior rating. The overall results showed that seven agencies have a mean of less than 3.0 average. Recommendations are made in light of the findings. (An appendix presents the rating form.) (DB)

Descriptors: Clinical Experience; *Community Colleges; *Cooperative Programs; *Nurses; Postsecondary Education; *Practical Nursing; Practicums; *Program Evaluation; Rating Scales; School Community Relationship; Student Attitudes
Identifiers: *College of Lake County IL; Illinois

ED099059 JC740500

A Study of the Level of Achievement Motivation and Its Relation to Student Grades in Psychology.

Coleman, Thomas R.
Nova Univ., Fort Lauderdale, Fla.
4 Jul 1974
17p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

This study examined the relationship between the level of achievement motivation of Essex County College students and their grades in psychology. Forty-one ECC students, both male and female, predominantly lower-class black students, took part in the study. The level of achievement motivation was measured in terms of the scores a person obtained on a Personality Questionnaire, Scale 1 of a standardized test in achievement motivation. Grades were measured in terms of the final grade the student received in a psychology course. Results of the study showed that there was no correlation between the test scores on the Personality Questionnaire and grades in psychology courses. (DB)

Descriptors: *Academic Achievement; Black Students; College Students; *Community Colleges; *Grades (Scholastic); *Lower Class Students; Personality Measures; Postsecondary Education Practicums; Predictor Variables; Psychological Testing; *Student Motivation; Test Results
Identifiers: *Essex County College NJ; New Jersey

ED099058 JC740499

An Analysis of an Educational Questionnaire Prepared to Discover in What Areas Essex County College Students Needed Counseling Before Entering College.

Coleman, Thomas R.
Nova Univ., Fort Lauderdale, Fla.
29 Jun 1974

(cont. next page)

21p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

An educational questionnaire was designed and administered to students at Essex County College. The questionnaire was divided into three areas: educational, vocational, and psychosocial. A total of 134 students returned the questionnaire. Their answers showed the areas in which they needed pre-entrance counseling to be in the following order of priority: (1) preparing term and research papers, (2) help in math skills and concepts, (3) guidance in obtaining financial-aid information, (4) help in selection of schools and vocations after high school, (5) help in preparing a bibliography, and (6) selection of courses appropriate for them. (Author/DB)

Descriptors: College Students; •Community Colleges; Counseling; Postsecondary Education; Practicums; •Questionnaires; •Student Attitudes; •Student Needs; •Student Personnel Services
Identifiers: •Essex County College NJ; New Jersey

ED099053 JC740494

A Study of Admission Procedures in Illinois Practical Nursing Schools.

Grippando, Gloria M.
Nova Univ., Fort Lauderdale, Fla.
8 Jul 1974
37p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

This study was designed to provide the College of Lake County with data to promote critical thinking and discussion about the revision of the present admission criteria for the practical nursing program. Subjects were the coordinators/directors of the 36 approved schools of practical nursing in Illinois. A letter and a questionnaire comprised of a rating scale and fill-in responses concerning admission policies were mailed to each school. There was an 89 percent return rate. The replies showed that 87.5 percent screen applicants, 90.6 percent interview, and 68 percent require references. Less than one-third of the schools feel that previous nursing experience is beneficial. Only 9.38 percent use the A.C.T. as a preadmission test; 85 percent consider high school grades important; and 53 percent consider class rank as predictive of success. I.Q. is a criterion for 34 percent. Accepting students with advanced standing is effected by proficiency testing. Eleven schools rely on a single preadmission test, although 24 different tests are administered in the 32 schools. (Author/DB)

Descriptors: •Admission Criteria; •Allied Health Occupations Education; •Community Colleges; Data Analysis; Postsecondary Education; •Practical Nursing; Practicums; •Pretesting; Questionnaires
Identifiers: •College of Lake County IL; Illinois

ED099052 JC740493

A Proposal to the President to Establish a Year-Round Operation and an Annual Assignment System for Omega College, Beginning Summer 1974.

Reda, Mario R.
Nova Univ., Fort Lauderdale, Fla.
23 Apr 1974
75p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

The purpose of this paper is the presentation of a proposal for a year-round operation and an annual assignment system (YRO/AAS) to the administrative officers of the College of DuPage, Glen Ellyn, Illinois. The proposal is comprised of four chapters. The first chapter deals with the significance of the study in terms of the College of DuPage's administration phasing out four-quarter contracts and demoralizing the faculty in the process. It then attempts to show how an all-college annual assignment would give the institution a year-round operation. It defines its terms through a literature search, and looks at other schools that are attempting a year-round operation. Chapter 2 investigates the administrative science theory for a rationale and philosophy for a year-round operation or an annual assignment system. It looks at management theory in the hope of bettering the morale and work climate of the institution. Chapter 3 provides the proof that the college can put the faculty of Omega College, a unit of the College of DuPage, on an annual assignment system at no extra cost to the institution. Omega College could then operate on a year-round basis. Chapter 4 develops an internal governance model and an operational scheme for such a program. It attempts to show how the year-round operation/annual assignment system follows the basic mission purpose of the institution. (Author/DB)

Descriptors: Administrative Principles; •Cluster Colleges; College Faculty; •Community Colleges; Cost Effectiveness; Educational Policy; Governance; Higher Education; •Organizational Development; Postsecondary Education; Practicums; •Teacher Placement; •Year Round Schools
Identifiers: •College of DuPage IL; Illinois

ED099049 JC740490

A Comparison of Student Perceptions of Teaching Effectiveness Between Part-Time Office Occupational Instructors Who Are Professional Teachers vs Those Who Are in

(cont. next page)

the Business World.
Gross, Norma
Nova Univ., Fort Lauderdale, Fla.
Dec 1974
24p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

This project surveyed evening students enrolled in the Office of Occupations Division of the Houston Community College as to their opinions concerning the effectiveness of their instructor. Of the approximately 870 students enrolled, 236 students of "professional educators" responded, and 119 students of teachers who "worked full-time in the business world" responded. A five-point opinionnaire was used for instructor ratings to determine if exceptional ratings were dependent on teachers' full-time vocational classifications. The chi-square technique was used to analyze the data with a .05 confidence level. It was found that there was no significant difference, in the opinions of the students, between the effectiveness of professional educators and those who work in the business world. (Author/DB)

Descriptors: *Community Colleges; Comparative Analysis; Nonprofessional Personnel; Postsecondary Education; Practicums ; Professional Personnel; *Student Attitudes; *Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation; *Vocational Education Teachers
Identifiers: *Houston Community College TX; Texas

ED099045 JC740486
An Assessment of the Need for a Human Services Associate Degree Program on the Jackson County Campus.
Ello, Joseph G.; And Others
Nova Univ., Fort Lauderdale, Fla.
23 Nov 1974
18p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

The purpose of this practicum was to test the belief that a need existed for a two-year associate degree program at Mississippi Gulf Coast Junior College in the area of Human Services. A questionnaire was developed and mailed to 25 community agencies, of which 78 percent responded. Results of the survey showed that nine of the responding agencies provided an inservice training program for workers with less than a four-year college degree, and three of the agencies reported that their programs met all of their training needs; agencies that did not provide training programs and those whose programs were not adequate felt that the Jackson County Campus of the Mississippi Gulf Coast Junior College could meet their needs; one agency felt that the college could not be of assistance, and four did not know if the college could be of assistance; four of the agencies reported that 57 employees would be eligible for job advancement if they earned a two-year degree in Human Services, and estimated that there were 22 positions open for people with such a degree; 12 agencies stated that they would accept interns enrolled in the program, 70 of which could be accepted each semester; 5 of the 12 agencies stated that they would be able to pay interns part-time wages; and 14 agencies were willing to help establish a curriculum for the program. (A copy of the questionnaire is included.) (DB)

Descriptors: Associate Degrees; College Curriculum; *Community Involvement; *Curriculum Development; *Human Services; *Internship Programs; Postsecondary Education; Practicums; Questionnaires; *Two Year Colleges
Identifiers: Mississippi; *Mississippi Gulf Coast Jr College Jackson

---

ED099041 JC740482
The Development of a Strategy to Implement the Use of Computer-Assisted Instruction at an Urban Community College.
Magidson, Errol
Nova Univ., Fort Lauderdale, Fla.
17 Jan 1974
33p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

One educational innovation that is receiving national attention is computer assisted instruction (CAI). The PLATO system developed at the University of Illinois (Urbana) is perhaps the most sophisticated CAI system. As with other CAI systems, it permits each student to learn at his own pace; it can provide precise feedback and remedial or advanced work depending on the student's performance; and it can serve as test, text, and tutor. Over the next few years, the Educational Testing Service will be evaluating CAI projects, including the PLATO Project at Kennedy-King College. The implementation strategy used at Kennedy-King will influence the reception of CAI by its faculty and students, and the project's success or failure may help decide the fate of CAI. The preliminary results of the project indicate that students who have used PLATO find the experience enjoyable and feel that CAI has helped them learn. If technical difficulties are overcome as expected, the PLATO Project will continue to be successful. (Appendixes provide the PLATO Schedule, Students' PLATO Evaluation, and Faculty Questionnaire.) (Author/DB)

Descriptors: *Community Colleges; *Computer Assisted Instruction; *Educational Media; *Educational Technology; Instructional Systems; Postsecondary Education; Practicums; Program Evaluation; Questionnaires; Student Attitudes; Teacher Attitudes; *Teaching Methods

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Identifiers: City Colleges of Chicago IL Kennedy King College; Illinois; *PLATO

ED099036 JC740477

An Evaluation of the Developmental Education Program at Cuyahoga Community College Eastern Campus.

Jelfo, Donald T.
Nova Univ., Fort Lauderdale, Fla.
26 Aug 1974
37p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

The purpose of this study was to evaluate the developmental education program of the Eastern Campus of Cuyahoga Community College. An evaluative model was constructed by accepting the performance standards and program guidelines that Roueche and Kirk listed in "Catching Up; Remedial Education" (1973), after their study of five successful programs. The components of the Eastern Campus program were described and found in a number of significant areas to differ from the model. Data on the academic performance of a sample of developmental students for the 1973-74 academic year were collected and presented. Interviews of faculty, counselors, and paraprofessionals were also conducted. On the basis of the data collected, recommendations were made to bring the Eastern Campus developmental program into line with the guidelines of Roueche and Kirk. (Author)

Descriptors: Academic Achievement; College Students; *Community Colleges; *Developmental Programs; Educationally Disadvantaged; *Evaluation Methods; Grade Point Average; *Models; Persistence; Postsecondary Education; Practicums; *Program Evaluation; Remedial Programs

Identifiers: *Cuyahoga Community College Eastern Campus OH

ED099032 JC740473

A Strategy to Improve Grades in a Pharmacology Course for L.P.N. Students.

Grippando, Gloria M.
Nova Univ., Fort Lauderdale, Fla.
23 Apr 1974
31p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

The purpose of this study was to examine the relationship between the class scheduling of a pharmacology course for L.P.N. students at the College of Lake County, in Grayslake, Illinois, and the final course grade. It was hypothesized that subjects will learn pharmacology concepts more effectively when the course content is concentrated within a shorter time span. Subjects were 30 students enrolled in spring 1973 who were assigned to a one hour/week class for 16 weeks and 24 in spring 1974 scheduled three hours/week for 6 weeks. The mean age of the 1973 group was 23, range 18-45, with an A.C.T. composite score mean of 15. The mean age of the 1974 group was 25, range 18-43, with an A.C.T. composite score mean of 16.7. The final grade for both groups was based on a final written examination and unit quizzes. These and the text were the same for both groups. A parametric test, the t-test, was used plus an opinionnaire consisting of eight items and using a scale scoring response. Of the 1973 subjects, 57 percent received a grade of F for the course, while 16 percent failed in 1974. The t-test indicated a mean difference of 10.258 estimated standard deviation for population of 10.579, standard error of difference of 2.897, T-Ratio of 3.541, 52 degrees of freedom and -6.924 difference of critical mean. The probability level was set at the 0.1 level for a one-tailed test. The obtained T-Value exceeded the Critical Values of a t-table value. Based on the t-test and subjects scale scoring responses, the recommendations are: (1) change the text; (2) consider educational background of subjects when selecting text; (3) consider reading level of text; (4) revise lectures to correlate with new text; (5) schedule future classes for three hours/week for 6 weeks block; and (6) continue to evaluate student achievement. (Author)

Descriptors: College Students; *Community Colleges; *Curriculum Evaluation; *Drug Education; Grades (Scholastic); *Medical Education; Nurses; Pharmacology; Postsecondary Education; *Practical Nurses; Practicums; Scheduling; Student Characteristics; Test Results; Textbook Standards

Identifiers: *College of Lake County IL; Illinois

ED099031 JC740472

A Comparison of the Final Grade Point Averages Achieved by Students at Bristol Community College and the Final Grade Point Averages Achieved by These Same Students at Southeastern Massachusetts University.

Wiggins, E. Foster
Nova Univ., Fort Lauderdale, Fla.
2 Oct 1974
38p.; Practicum submitted to Nova University in partial fulfillment of requirements of Doctor of Education degree; Not available in hard copy due to condition of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

The purpose of this study was to compare the level of academic achievement of Bristol Community College students with their level of achievement on graduation from Southeastern Massachusetts University, a four-year college to which a large percentage of Bristol Community College students transfer. Specifically, the final grade point averages achieved by Bristol Community College graduates of 1969, 1970,

(cont. next page)

and 1971 were compared with the final grade point averages that these same students achieved on graduation from Southeastern Massachusetts University approximately two years later. The results of this study indicate that students who graduated from Bristol Community College in 1970 and 1971 and transferred to Southeastern Massachusetts University continued to achieve at a level similar to that they had achieved at Bristol. The students who graduated from Bristol in 1969 achieved academically at a slightly lower level at Southeastern Massachusetts University that they did at Bristol. (An appendix provides a table of the final grade point averages at both the college and the university.) (Author/DB)

Descriptors: *Academic Achievement; College Students; *Community Colleges; Comparative Analysis; Data Collection; *Grade Point Average; Higher Education; Postsecondary Education; Practicums; Tables (Data); *Transfer Students; *Universities

Identifiers: Bristol Community College MA; Massachusetts; Southeastern Massachusetts University

---

ED099030 JC740471

An Investigation of the Relationship Between Student Verbal Abilities and Performance in U.S. History 151 Classes.

Jelfo, Donald T.

Nova Univ., Fort Lauderdale, Fla.

15 Apr 1974

29p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAPR75

The purpose of this study was to investigate the relationship between student verbal ability and performance in an introductory United States history class at a comprehensive community college. For the purposes of this study, performance was defined as grade point average and rate of persistence. Because of degree requirements, students at Cuyahoga Community College must successfully complete three courses in either history, political science, or social science, all of which are verbally demanding. Despite the fact that the student body is heterogeneous, as is often the case, with regard to socioeconomic background, reading and writing skills, and goals, instruction is quite traditional, emphasizing lecture and discussion. Thus, all students receive basically the same instruction. Two sample populations were selected for the study. Those U.S. history students who were concurrently enrolled in English 101 classes were defined as verbally able. Those who were concurrently enrolled in English 091, a remedial class, were defined as verbally deficient. With a sample of 121 English 101 students and 41 English 091 students, mean grade point averages and withdrawal rates were calculated. Through the use of a t-test, a significant relationship was established between student grade point average and verbal ability. A chi-square test established that there was no significant relationship between verbal ability and withdrawal rates from U.S. history classes. To enable students with poor verbal skills to succeed in U.S. history classes, faculty in the history department should write a program of individualized instruction and self-instructional learning packages at a less demanding reading level. (Author)

Descriptors: Academically Gifted; *College Students; *Community Colleges; Comparative Analysis; Grade Point Average; *History Instruction; Low Ability Students; Persistence; Postsecondary Education; Practicums; *Reading Ability; *Verbal Ability

Identifiers: *Cuyahoga Community College Cleveland OH; Ohio

ED099026 JC740467

A Comparison of Academic Achievement and Student Involvement in Extracurricular Activity.

Call, Richard W.

Nova Univ., Fort Lauderdale, Fla.

22 Nov 1974

21p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAPR75

To test the hypothesis that there is no significant correlation between academic achievement and the degree of extracurricular involvement, a study was made of 200 randomly selected students at York College of Pennsylvania. The 200 students were sent a questionnaire designed to elicit the extent of their extracurricular involvement; 65 percent returned the questionnaire. To express the relation between the two variables, hours of extracurricular involvement (activities not directly related to the academic program) were plotted against grade point average. Analysis of the data clearly showed that there was no significant correlation between extracurricular involvement and academic achievement. A residual finding was that there was no appreciable difference in correlation between the resident and commuting populations. (Nine tables provide the study data. In addition, a lengthy bibliography and a copy of the survey form are included.) (DB)

Descriptors: *Academic Achievement; Colleges; *College Students; *Correlation; *Extracurricular Activities; *Grade Point Average; Higher Education; Hypothesis Testing; Postsecondary Education; Practicums; Predictor Variables; Questionnaires; Statistical Analysis; Tables (Data); Two Year Colleges

Identifiers: Pennsylvania; *York College

DIALOG File 1: ERIC _ 66-92/FEB.

ED099013 JC740454
A.C.T.: Its Relationship to Practical Nursing Education.
Grippando, Gloria M.
Nova Univ., Fort Lauderdale, Fla.
17 Dec 1973
35p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

This study was conducted to determine the relationship between the American College Test (A.C.T.) composite score and academic success or failure as indicated by the GPA and state-board licensing examination score of students and graduates at College of Lake County, Grayslake, Illinois LPN program. Subjects were 132 graduates and 34 currently enrolled students, of whom 127 had taken the A.C.T. preadmission test and 108 had written the state-board examination. The first five classes of the program were studied. The college implemented the program in 1969. This corelational study had an ex post facto design with interval measures indicating a parametric correlation technique be employed. The Pearson product-moment correlation machine calculated formula was used. The findings indicated a correlation of 0.438 between the A.C.T. and GPA and 0.542 between the A.C.T. and state-board examination score. As a result of this study, the screening committee for the practical nursing program will have a more valid determination of minimum cut-off composite score on the A.C.T. preadmission test in the selection of potentially successful students and graduates. Major recommendations include a study by the committee of the A.C.T. Student Profile Section for information on other factors which may affect a student's success or failure in the program; development of rating scales for other variables predictive of the strengths and weaknesses of the prospective student; and the screening committee must continually evaluate and improve the procedure for the selection of successful practical nursing students in the future classes. (Author)

Descriptors: *Academic Achievement; *Community Colleges; Correlation; Grade Point Average; *Medical Education; Nurses; *Nursing Education; Postsecondary Education; *Practical Nurses ; Practicums; Pretesting; *Test Results

Identifiers: ACT Assessment; *College of Lake County IL; Illinois

---

ED098957 IR001336
Computer Communication Modes and Their Effect on Student Attitudes Towards Programming.
Boillot, Michel
Nova Univ., Fort Lauderdale, Fla.
676 Apr 1974
31p.; Practicum in partial fulfillment of requirement for Ed. D. degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR75

The effect of different communicating modes to computers on students' attitudes toward programing was studied. In a computer-related course, 13 students used batch processing mode to solve problems on the computer, while 12 other students used conversational mode to solve the same problems. It was found that those students accessing the computer in conversational mode developed more positive attitudes toward programing (as measured by the author's attitude test) than the students using batch processing. Also the grades obtained in the time-sharing environment did not seem to affect the students' final attitudes towards programing. The majority of two-year college computer centers operate under batch processing mode. This could be a factor in the high student attrition rate in introductory programing classes. To lower this rate, and to make the computer more accessible to the campus classroom, it is suggested that minisystems with numerous learner consoles be used. (Author)

Descriptors: College Students; *Computer Oriented Programs; *Computers; Computer Science; *Computer Science Education; Input Output Devices; *Programing; *Student Attitudes

Identifiers: Batch Processing (Computer Science); Conversational Mode (Computers)

ED097090 JC740413
A Comparative Study of Specific Skill Requirements of Selected Employers and Clerical Course Content in a Community College District.
Hall, Gerry
Nova Univ., Fort Lauderdale, Fla.
8 Jan 1974
38p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

A questionnaire designed to ascertain the typing, office machines, and mathematics computations skills needs of clerical employees was mailed to 107 employers of general clerical workers in the College of Sequoias district. The responses, received from 73.8 percent of the employers representing 1,013 general office employers, were compared with the relative emphases on course content in the college's typing, office machines, and business mathematics courses. The proportions of typing courses assignments related to purchase orders, invoices, purchase requisitions, debits and credits, telegrams, and minutes of meetings significantly exceeded the proportions of job time devoted to these tasks, according to employers. Disproportionately large amounts of classroom time, in contrast with employers' work demands, were being consumed by such typing assignments as tables, business letters, and manuscripts. Course requirements and employers' job 677

(cont. next page)

requirements coincided in the cases of interoffice memos, legal forms, and index cards. In relationship to employers' stated needs, business mathematics courses devoted disproportionately large amounts of course time to fractional computations and percentage computations. Depreciation computations received less course emphasis than job needs suggested. Similarities were found between course emphasis and job requirements in markup/markdown and interest in business mathematics courses. Fewer than 10 percent of the employers' calculating machines were rotary, whereas half of the office machines course time was devoted to learning rotary calculator operations. (Author/DB)

Descriptors: *Business Education; Clerical Occupations; College Curriculum; *Community Colleges; Course Content; *Course Evaluation; Doctoral Dissertations; *Job Skills; Postsecondary Education; Practicums; Questionnaires; *School Business Relationship

Identifiers: California; *College of the Sequoias CA

ED097081 JC740404

Design and Implementation of a Governance Structure at the Faculty-Administrative Interface.

Burger, Vernon K.; Jelfo, Donald T.
Nova Univ., Fort Lauderdale, Fla.
15 Jan 1974
30p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

This practicum report deals with a governance problem at the Eastern Campus of Cuyahoga Community College in its third year of operation. The problem was a result of the absence of positions at the faculty/administration interface and the interdisciplinary housing of the faculty. Position papers of task groups made up of an administrator and two faculty members were analyzed. The analysis provided a list of administrative responsibilities related to five goal areas of the college, as follows: (1) academic preparation for advanced formal study, (2) career preparation, (3) community services, adult education, (4) general education, and (5) education and occupational counseling, student personnel service. Recommendations made by the practicum participants are: (1) interdisciplinary housing should be retained; (2) two types of leadership positions, with different job descriptions should be established--cluster leader and division or program leader; (3) an extensive inservice program should be implemented; and (4) a committee composed of representatives of each of the campus constituencies should be established. (DB)

Descriptors: College Faculty; *Community Colleges; *Decision Making; Doctoral Dissertations; *Governance; Postsecondary Education; Practicums; *Teacher Administrator Relationship; *Teacher Participation

Identifiers: *Cuyahoga Community College Cleveland OH

ED097079 JC740402

The Development of an Activity Index: An Analysis of Hours Worked and Credit Hours Carried by Full-Time Students of Delaware County Community College.

Kray, Eugene J.; And Others
Nova Univ., Fort Lauderdale, Fla.
1 Jul 1974
58p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

This study was conducted to determine the effects of gainful employment on the academic performance of full-time community college students. A measurement called activity units was created. One hour of academic credit equals three activity units on the basis of one hour in class and two hours of preparation. An hour of gainful employment equals one activity unit. The winter 1974 grade point averages (GPA's) of 722 full-time students enrolled at Delaware County Community College, Media, Pennsylvania, were analyzed to determine if there was a significant relationship between number of activity units and GPA for eight separate categories of students (16-19-year-old single female, 16-19-year-old single male, 20-23-year-old single female, 20-23-year-old single male, 24 years of age or older single female, 24 years of age or over single male, 20 years of age or older married female, and 20 years of age or older married male). As a result of the data analysis, it was concluded that at the .05 level of significance, there was a relationship for all categories except the single females aged 16-19 between number of activity units and GPA. The data indicated that those students carrying between 50 and 59 activity units had the highest level of academic success, and all those carrying over 50 activity units earned higher GPA's than did students carrying less; that married students achieved higher GPA's than single students; that married female students achieved much higher GPA's than any other category; and that students carrying 80 or more activity units have almost exactly the same level of success as the entire sample. (Author/DB)

Descriptors: *Academic Achievement; *Activity Units; College Students; *Community Colleges; Data Collection; Females; Grade Point Average; Males; Postsecondary Education; Practicums; Questionnaires; *Student Characteristics; *Student Employment

Identifiers: *Community College of Delaware County PA; Pennsylvania

ED097078 JC740401

Providing Community Services for a Valencia Community College Downtown Center.

Fischer, Olin R., Jr.; And Others
Nova Univ., Fort Lauderdale, Fla.
12 Jun 1973

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

57p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

To determine what types of services Valencia Community College's Downtown Multipurpose Center should provide for the community, a questionnaire was either mailed or administered to members of community youth groups, black community leaders, women leaders, and senior citizens. The responses were key punched, tabulated, and calculated. The results of the survey indicated that although there was a demand among all of the target groups for services through a downtown center, the services demanded were significantly different. The services listed as greatly beneficial were in the areas of continuing education--customized workshops, refresher or short courses, noncredit personal improvement courses, and cultural activities and programs. As a result of this study, the emphasis for the Downtown Center planning shifted from activities of primarily a testing, guidance, and counseling nature to plans for a broad-based community services center emphasizing continuing education. (Tables provide the survey data.) (DB)

Descriptors: *College Programs; *Community Colleges; *Community Services; *Community Surveys; Educational Needs; Participant Characteristics; Postsecondary Education; Practicums; *Program Development; Questionnaires; *Urban Schools

Identifiers: California; *Valencia Community College FL

ED097077 JC740400

Possible Mechanisms for Faculty Participation in Multi-Campus Governance at Valencia Community College.

Edwards, D. William; And Others
Nova Univ., Fort Lauderdale, Fla.
30 Jan 1974
67p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

A questionnaire was administered to the faculty and administrators of Valencia Community College to obtain answers to the following questions: (1) Will the present faculty organization meet the needs of a multicampus college? (2) Will the present system of administrative committees, councils, and task forces meet the needs of a multicampus college? (3) What is the most acceptable form of faculty participation in governance for a multicampus operation at Valencia? A questionnaire was also administered to a sample of the faculty and administrators of both in-state and out-of-state community colleges with a multicampus operation. The data obtained from the questionnaires were treated descriptively. The results of the study reinforced previous findings that the attitudes of the participants involved in participatory governance are more important than is the specific organizational mode adopted to provide this participation. An open and receptive attitude by the president and other administrators is a key element for effective faculty participation in governance. A strong and dedicated faculty leadership combined with an interested and involved faculty and the administration's attitude will tailor the mechanism to the needs of the participants and insure mutual development of policies and procedures. Another trend that is developing is the necessity to provide a voice for all constitutencies of the college. College Wide Councils are emerging as a policy recommending body in many colleges. (There are eight appendixes to the report, two of which are the questionnaires.) (DB)

Descriptors: Administrator Attitudes; *College Faculty; *Community Colleges; *Governance; Postsecondary Education; Practicums; Questionnaires; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Participation

Identifiers: California; *Valencia Community College FL

ED097076 JC740399

A Comparative Needs Analysis of Supportive Services for Non-Handicapped and Handicapped Persons Seeking Post-Secondary Education from the Community College System.

Graham, Gary L.; And Others
Nova Univ., Fort Lauderdale, Fla.
Jun 1974
100p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

This study was concerned with identifying the specific information needs and personal needs of handicapped students and comparing the selected needs with needs of general students. The study hypothesis was that there is no significant difference between identified needs of handicapped students and those of general students. The significance between the two groups was analyzed using the chi-square statistical technique. The results of the study indicated that handicapped students had significantly greater information needs in the areas of federal loans, aptitude testing, scholarships, solical security benefits, jobs, medi-cal benefits, course prerequisites, work experience, elective courses, and welfare benefits. The personal needs of the handicapped were significantly higher in problems with taking tests, reading skills, study skills, economic resources, writing skills, low grades, personal goals, and sexual adjustment. The general student population had greater information needs as to information on college majors, other colleges, graduation requirements, and their personal needs were higher in problems with smoking, husband/wife relationships, temper control, religious values, suicidal

(cont. next page)

feelings, drug abuse, and venereal disease. (Author/DB)

Descriptors: *Ancillary Services; *Community Colleges; Comparative Analysis; *Handicapped Students; Majors (Students); Postsecondary Education; Practicums; Questionnaires; Student Characteristics; *Student Needs; *Student Personnel Services

Identifiers: California; *State Center Community College District CA

ED095985 JC740358

A Case Study: Community Influence upon Curriculum.

Thompson, Paul V., Jr.

Nova Univ., Fort Lauderdale, Fla.

30 Jun 1974

57p.; Paper based on practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN75

This practicum reviews the history of community influences on the teaching, research, and service functions of higher education in America. It discusses the role of major social institutions on higher education policy and curriculum in carrying out these three major functions. The study reveals a major shift of influence from church to business, occurring in the late 19th century. It also shows government, labor, alumni, and philanthropic influences on higher education. A study of the influences affecting policy and curriculum at a Florida community college was undertaken. A questionnaire was mailed to the college vocational-technical advisory committee members who are community leaders in various vocational areas. In addition, the top 11 administrators were interviewed to determine the source and extent of other community influences on curriculum and policy. Informal influences were found to be coming from public schools, churches, civic-social clubs, business, and various other groups and individuals. Recommendations to administrators concerning the improvement of relations between the community and college are given in the conclusion. (Author/DB)

Descriptors: Case Studies; *College Curriculum; *Community Colleges; *Community Influence; *Educational Policy; Higher Education; Postsecondary Education; Practicums; Research Reports; *School Community Relationship

Identifiers: *Florida

ED095984 JC740357

The Measure of Learning.

Nelson, Hershel H.

Nova Univ., Fort Lauderdale, Fla.

28 Jul 1973

17p.; Narrative presentation to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN75

Today's requirements for college admission and levels of performance and their effects on curriculum design and standards, teacher attitudes, and student attitudes are discussed, particularly as they relate to the community college. The open-door policy of the community college, students' attitudes concerning their responsibilities as students and to society, the undisciplined teacher, and the undisciplined behavior of the students are among the problems addressed. (DB)

Descriptors: *Academic Standards; *Admission Criteria; *Community Colleges; Educational Problems; Postsecondary Education; Social Values; Speeches; *Student Attitudes; *Teacher Attitudes

ED095981 JC740354

The Self-Actualization of Polk Community College Students.

Pearsall, Howard E.; Thompson, Paul V., Jr.

Nova Univ., Fort Lauderdale, Fla.

30 May 1974

59p.; Paper based on practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN75

This article investigates the concept of self-actualization introduced by Abraham Maslow (1954). A summary of Maslow's Needs Hierarchy, along with a description of the characteristics of the self-actualized person, is presented. An analysis of humanistic education reveals it has much to offer as a means of promoting the principles of self-actualization with students. The Personal Orientation Inventory, developed by Everett Shostrom, is an objective paper and pencil personality test that measures 14 different scales of self-actualization. This article reviews some of the relative research done with the POI on college students. A description of the POI and its scales is also offered. The heart of this article is an analysis of the POI results on samples of community college students. POI data and profiles are presented for male and female vocational-technical Associate of Science degree aspirants and college parallel Associate of Art aspirants at Polk Community College. The students are also compared with a 4-year university freshmen sample. The t-test of significance reveals several interesting differences between the groups. The article concludes with a summary of the results and recommendations for implementation. (Author)

Descriptors: *College Students; *Community Colleges; Comparative Analysis; *Personality Measures; Postsecondary Education; Practicums; Research Reports; *Self Actualization; *Test Results

(cont. next page)

Identifiers: Florida; *Polk Community College FL

ED095980 JC740353
The Student Development Program: A Process of Affective Learning in American Higher Education.
Ebersole, Jay F.
Nova Univ., Fort Lauderdale, Fla.
20 Jul 1974
22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

This paper is a discussion of the emerging model of student development programming for the 1970's. After an historical sketch of Student Personnel Service, the affective domain of student development is detailed with regard to theory, instruction, counseling, and administration. (Author/DB)

Descriptors: *Affective Objectives; Higher Education; *Human Development; Literature Reviews; Postsecondary Education; Practicums; Research Reports; *Student Development; *Student Personnel Services

ED095979 JC740352
An Analysis of Academic Achievement and Classroom Attendance.
Nelson, Hershel H.
Nova Univ., Fort Lauderdale, Fla.
12 Jun 1973
24p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

It was hypothesized that there would be a measurable difference in grades received by students who maintain a record of regular attendance and by students who do not, and that the difference can be measured by the chi-square statistical technique. The attendance and evaluation records of a sample of Polk Community College history professors (320 students) were obtained and examined for the fall term of 1972-73 academic year. Using the chi-square statistical technique, analysis of the data collected showed that about one-third of the total number of students in the study took liberties beyond the normally accepted three-cut allowance. Of these, one-fifth failed. The data also indicated that overall end-of-course grades would be higher if regular attendance in class were maintained by all students. (DB)

Descriptors: *Academic Achievement; *Attendance; *College Students; *Community Colleges; *Grades (Scholastic); Postsecondary Education; Practicums; Statistical Analysis
Identifiers: Florida; *Polk Community College FL

684

ED095975 JC740348
Faculty Collective Bargaining.
Nelson, Hershel H.
Nova Univ., Fort Lauderdale, Fla.
3 Jun 1974
8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

Faculties in a number of institutions of higher education utilize collective bargaining agents to represent their interests. Collective bargaining is primarily a community college phenomenon. Of 212 institutions with certified bargaining agents, 150 are 2-year institutions. Motivating factors in choosing the collective bargaining process are: the faculty fear of administration policies, the need for recognition, the size and complexity of the school organization, and job security. The demonstration has influenced the faculty's perception of collective bargaining as a means of achieving their objective. Increasingly, state legislatures are recognizing the right of public employees to bargain collectively, and faculties are utilizing this change in attitude to increase benefits through organizing. Among the main dangers of faculty bargaining is the creation of an embattled and adversary climate that is a deterrent to program planning. To defend against this, administrators and legislators should try to understand and empathize with the forces and motivation present in faculty acceptance of unionization. (DB)

Descriptors: *Collective Bargaining; *College Faculty; *Community Colleges; Higher Education; Postsecondary Education ; Practicums; Research Reports; *Teacher Administrator Relationship; *Teacher Militancy; Teacher Welfare

685

ED094844 JC740300

Faculty Organization Policy System as an Illustration of Easton's "Dynamic Response Model of a Political System."

Ebersole, Jay F.

Nova Univ., Fort Lauderdale, Fla. Center for Professional Development.

15 Dec 1973

11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

This paper is an exercise in the study of David Easton's "dynamic response model of a political system," as found in "A Systems Analysis of Political Life." After a brief review of the theory, the development of a local "Reduction in Force" policy is described as an example of faculty organization policy influence on education policy systems. (Author/DB)

Descriptors: *Community Colleges; *Educational Policy; *Faculty Organizations; Postsecondary Education; Research Reports; *Systems Analysis; *Teacher Administrator Relationship

Identifiers: Easton (David)

ED094843 JC740299

The Interim Effect of Federal Student Aid Policy on the Community College Financial Aid Officer Through Basic Educational Opportunity Grants.

Ebersole, Jay F.

Nova Univ., Fort Lauderdale, Fla. Center for Professional Development.

17 Nov 1973

13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

This paper cites student financial aid as an instance of Federal policy effect on institutional autonomy. It first cites the Higher Education Act of 1972 as a change in Federal policy from institutional funding to portable grants for the student. The second part of the paper discusses the shift of emphasis from higher education to postsecondary education. In the third part, the lag of governmental appropriations is related to the interim financial responsibility of local institutions. Finally, the changing role of the local financial-aid office is examined, and the desirability of an autonomous Community College Foundation is recommended. (Author/DB)

Descriptors: College Role; Community Colleges; Educational Finance; *Federal Aid; *Financial Policy; Government Role; Grants; *Higher Education; *Postsecondary Education; Research Reports; *Student Loan Programs

Identifiers: Education Amendments 1972

ED094827 JC740283

An Evaluation of the Educationally Disadvantaged Students' Performance in the Biology 101 Multi-media Approach at Polk Community College.

MacQueen, Peggy

Nova Univ., Fort Lauderdale, Fla.

25 Aug 1973

21p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

To determine whether the educationally disadvantaged student could achieve academic success in Polk Community College's multimedia Biology 101 course, 44 students whose stanine scores were between one and four on the Florida Twelfth Grade Performance Test were studied. Academic success was defined as receiving a grade of C or above in the course. The study covered three terms. The results of the study showed that 20 of the disadvantaged students were able to pass the multimedia course; none of the 20 students made B or above grades. It is concluded that the multimedia approach to teaching college biology was successful in improving grades and allowing students to earn credit who previously would have been placed in noncredit courses. (DB)

Descriptors: *Academic Achievement; Biology; College Curriculum; *College Students; *Community Colleges; Disadvantaged Youth; *Educationally Disadvantaged; *Multimedia Instruction; Postsecondary Education; Practicums; Science Instruction

Identifiers: Florida; *Polk Community College FL

ED094823 JC740279

What Role Should the Community College Play in the Field of Prison Education.

Edwards, Davey L.; And Others

Nova Univ., Fort Lauderdale, Fla.

13 Aug 1974

32p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

To determine what is being done in a certain geographical area in providing educational services for prison inmates through the community colleges, education programs at the Federal Prison Camp, Eglin Air Force Base, Florida, and the Federal Correctional Institution at Tallahassee, Florida, were studied. In addition, information about the Alexander City State Junior College program offered at three Alabama correctional facilities was obtained. The results of the study show that Okaloosa-Walton Junior college had made available all programs, degrees and vocational, to the Eglin Federal Prison Camp. The community college program at the Federal Correctional Institution is operated by the Tallahassee Community College. The program offers the inmates an AA degree when they have 60 college credit hours, including basic education requirements. In Alabama, Alexander City State Junior College offers both a day and night college program at Draper Men's Prison, Tutwiler Women's Prison, and Frank Lee Youth Center. It is recommended that community colleges and prison educational staff seek ways to establish educational programs for the prison population. Research should be carried out on curriculum revision and development that will assist in the resocialization of the prisoner. (DB)

Descriptors: *College Role; *Community Colleges; *Correctional Education; Postsecondary Education; Practicums; Prisoners; *Social Responsibility

Identifiers: Alabama; Florida

ED094820 JC740276

An Analysis of Students' Perception of Their Role in Governance at Gaston College.

Jones, Dean H.

Nova Univ., Fort Lauderdale, Fla.

25 Jun 1974

29p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

To determine the extent to which students felt that they should be involved in institutional governance at Gaston College, 100 students were asked to indicate on a list of 30 pertinent college activities the degree to which they felt students should be involved in the activities. The degree of involvement involved five choices, from no student involvement to completely under student direction. The students favored no student involvement in selection of college president, faculty hiring, faculty promotion, teaching loads, class size, teacher salaries, and requirements for degrees and certificates. In five areas, the students favored some student involvement: setting institutional goals, establishing attendance policies, allocation of annual college budget, allocation of student financial aid, and determining the administrative structure of the college. The 17 areas in which equal student involvement was favored were: selection of college officials directly related to student affairs, allocation of student activity fees, regulation of student conduct, recognition of student organizations, approval of guest speakers invited by students, alterations in college calendar, distribution of student-initiated literature on campus, release of student records, admissions standards for curricula, curricula or course changes, student probation and suspension policies, development of physical facilities, planning commencement exercises, college publications, grading policies, and faculty evaluation. Students wanted to largely control student publications. (DB)

Descriptors: *College Administration; *Community Colleges; Governance; Postsecondary Education; Practicums; *Role Perception; *Student Attitudes; *Student Participation; Student Rights

Identifiers: *Gaston College NC

ED094818 JC740274

But Do They Know How to Study?

Ferguson, Harold; Harding, James

Nova Univ., Fort Lauderdale, Fla.

Jul 1974

35p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

To determine the ratio between the number of students who had been specifically trained in methods of effective study to the number of students who had not been trained, a questionnaire was administered to 438 first-semester summer students at College of the Mainland, Texas City, Texas. The results of the survey showed the ratio to be 1 student trained in effective study to 3.09 students not trained. It is recommended that a special, optional, noncredit experimental course in "Effective Study Methods" be designed and offered, that entering students who have not had training in effective study be given the option to attend the course, and that records of students who have attended the course be maintained for comparison with records of those who have not attended. A copy of the questionnaire is provided, and a table of the survey responses and results is included. (DB)

(cont. next page)

Descriptors: *College Students; *Community Colleges; Postsecondary Education; Practicums; *Questionnaires; Ratios (Mathematics); *Study Skills
Identifiers: *College of the Mainland TX; Texas

ED094816 JC740272
A Proposal for a Study Technique Course at Gaston College.
Jones, Dean H.
Nova Univ., Fort Lauderdale, Fla.
16 Apr 1974
30p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

A study was conducted among deans of instruction in North Carolina community colleges and technical institutes and faculty members and students at Gaston College to determine the need for a study-technique course. Three questionnaires were constructed and distributed to the three groups. The questionnaires elicited information as to the need for such a course, the content of the course, course credit, instructors for the course, and whether the course should be required. Several personal interviews were also conducted to obtain additional information. The data collected showed that the consensus of the respondents was that such a course should be offered but not required and that credit should be given for the course. Gaston College faculty preferred counselors as instructors, whereas the students preferred English teachers. Suggestions most often made as to the course content were: taking notes, budgeting or allocating study time, reading skills, preparing for and taking examinations, writing papers, using the library, and vocabulary building. Two appendixes provide the questionnaire responses of the Gaston College faculty members and students. (DB)

Descriptors: *College Curriculum; College Faculty; College Students; *Community Colleges; *Course Content; *Curriculum Development; Deans; Higher Education; Postsecondary Education Practicums; Questionnaires; *Study Skills
Identifiers: Gaston College NC; *North Carolina

ED094812 JC740268
A Study of the Policy of Hourly Wages for Part-time Instructors of Community Colleges in California.
Hopper, Floyd L.
Nova Univ., Fort Lauderdale, Fla.
Apr 1973
15p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

To determine if the rate of pay for part-time instructors at Compton Community College was low or average, a survey was conducted of the community colleges in California as to the pay of part-time instructors teaching lecture-type classes only. A survey questionnaire was sent to the Deans of Continuing Education in the 98 California community colleges; responses were received from 68. The rates of pay of the various colleges are listed, with the median and the mean indicated, and are depicted on a graph. The results of the study showed that the part-time pay for lecture classes at Compton was 92 cents per hour below the median. Pay for all part-time instructors at the college was then increased 50 cents an hour. (DB)

Descriptors: *College Faculty; *Community Colleges; Comparative Analysis; *Part Time Faculty; Postsecondary Education; Practicums; School Surveys; State Surveys; *Teacher Salaries; Wages
Identifiers: California; *Compton Community College CA

ED094811 JC740267
An Evaluation of Policy at Saddleback College, Special Part-time High School Students.
Kelly, William L.
Nova Univ., Fort Lauderdale, Fla.
28 Apr 1974
21p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

An analysis and evaluation were made of a special part-time high school program at Saddleback College (Mission Viejo, California), designed to allow attendance in college credit classes by 11th and 12th grade students. Two questionnaires were used in the study, one being sent to 50 former students and one mailed to 20 high school counselors The investigation has improved the understanding between the high school and the college counseling divisions. Based on the questionnaire results, it is recommended that: (1) application procedures be simplified; (2) eligibility be increased to 15 percent of junior and senior enrollment in high school; (3) GPA restrictions be lowered from 2.5 to 2.0 of cumulative work taken; (4) students be allowed to enroll in any class rather than just transfer courses; (5) priority in registration be given to 12th grade students; (6) application for the fall quarter be adjusted from September 1 to September 10 to allow high schools additional time for processing; and (7) student, parent, and high school counselor be allowed to determine the number of courses the student may take. Copies are provided of the Counselor's Request Letter, 1968 Application Form for students, Student Questionnaire, Counselor Questionnaire, 1974 Revised Application for students, and a Response Sheet giving the results of students' responses to the questionnaire. (DB)

Descriptors: College Attendance; *College School Cooperation

(cont. next page)

; *Community Colleges; Counselor Attitudes; *High School Students; *Part Time Students; Postsecondary Education; Practicums; Program Evaluation; Questionnaires; *School Policy ; Student Attitudes
Identifiers: California; *Saddleback College CA

ED094810 JC740266
A Comparison of Grades Achieved, Attrition Rates, and Teacher Evaluation in a Traditional General Biology Course Versus a Non-traditional, Audio-tutorial Biology Course.
Belzer, Thomas J.; Conti, Michael R.
Nova Univ., Fort Lauderdale, Fla.
16 Nov 1973
23p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

In the fall semester of 1972-73, two general biology classes were offered and taught by the same teacher. One class received lecture material in the traditional manner, attending three one-hour lectures each week. The 82 students in this class were designated the control group. The 52 students in the other class, known as the experimental group, received lecture material by working independently at a learning center, using cassette lecture tapes and other audiotutorial materials and equipment. This group also attended a discussion session with the instructor once each week, the session being used for informal discussions only and for administering examinations. Test scores, final grades, and attrition in the control and experimental groups were compared at the end of the semester using statistical techniques. Results of the study showed that: (1) both methods of instruction were equally successful with respect to test scores and final grades; (2) attrition rate was high in both classes--experimental 38 percent and control 31 percent; (3) teacher performance was rated slightly higher by the audiotutorial group; and (4) teacher performance improved slightly with the new method of instruction. Tables provide the study data. The appendix is a copy of the Student Evaluation of Teachers form. (DB)

Descriptors: Autoinstructional Aids; *Community Colleges; *Comparative Analysis; Grades (Scholastic); Postsecondary Education; Practicums; *Student Attitudes; Student Teacher Relationship; Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods
Identifiers: California; *Pasadena City College CA

ED094809 JC740265
A Comparison of Resident Students' Quality Point Averages with Those of Commuting Students.
Call, Richard W.
Nova Univ., Fort Lauderdale, Fla.
29 Jun 1974
13p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

To determine whether the scholastic averages of resident students at York College, Pennsylvania are significantly different from those of commuting students, 200 resident students were compared with 200 commuting students. The groups were randomly selected and matched in terms of sex, college class, marital status, and intelligence. Scholastic achievement was measured by their college quality point average. Statistical analysis of the data indicated that there was no significant difference between resident and commuting students in regard to scholastic average. Incidental to the research, a comparison was made of the total resident and commuting populations (609 resident and 923 commuters) without attempting to match samples. The comparison showed no significant difference between the populations in regard to scholastic achievement, but the commuters scored consistently higher averages than did the resident students. (DB)

Descriptors: Academic Achievement; College Students; *Community Colleges; *Commuting Students; *Comparative Analysis; *Grade Point Average; *In State Students; Postsecondary Education; Practicums
Identifiers: Pennsylvania; *York College

ED094808 JC740264
Changing the School Calendar: Impact on Vocational Education in the Technology Division.
Parsons, Gary L.
Nova Univ., Fort Lauderdale, Fla.
Apr 1974
39p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

A personal interview was held with 12 instructors in a vocational program at Golden West College (Huntington Beach, California) to determine the problems and possible increases in cost that would result from changing the school calendar. Four calendar proposals were considered: (1) The Early Semester Plan--two 18-week instructional time periods, late August until before Christmas vacation and mid-January to late May; (2) The Quarter Plan--three equal 12-week sessions, with an equal summer session possible for year-round operation; (3) The Trimester Plan--three equal 16-week sessions for year-round operation with two-week vacation breaks between semesters; and (4) The Four-One-Four Plan--two equal sessions of about 16 weeks each, with a four-week inter-term between them. The results of the interviews are summarized in tables

(cont. next page)

and are presented in Program Impact Assessment Worksheets for each of the seven vocational programs--Architectural Technology, Automative Technology, Auto Body and Fender, Drafting Technology, Engineering Technology, Graphics Technology, and Manufacturing Technology. These results show that among the various calendar proposals, the most popular one, which provides the lowest impact assessment, was the Early Semester Plan, followed by the Quarter Plan, with the Trimester Plan being the third most popular, with the least popular being the Four-One-Four Plan. (DB)

Descriptors: College Faculty; *Community Colleges; Comparative Analysis; Interviews; Postsecondary Education; Practicums; *School Schedules; *Teacher Attitudes; *Vocational Education

Identifiers: California; *Golden West College CA

ED094807 JC740263

A Comparative Study of Academic Advisement by Instructors and by Credentialed Counselors Related to Freshmen at Two Community Colleges.

Alfaro, Edward; And Others

Nova Univ., Fort Lauderdale, Fla.

8 Jan 1973

5p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

To determine whether educational advisement by instructors at Santa Ana College and by credentialed counselors at Cypress College resulted in differences in the students' commitment to their originally selected program major, two groups of students who had completed a calendar year at the two California colleges were studied. A three-part questionnaire was mailed to 198 Santa Ana College students who had received educational advisement from instructors and to 205 Cypress College students who had received educational advisement from credentialed counselors. Questionnaires were returned by 125 Cypress College students, of which 98 were usable, and by 117 Santa Ana College students, with 100 being usable. Results of the analysis of the questionnaire data showed that educational advisement of entering freshmen, whether from instructors or credentialed counselors, had no significant influence on a student's commitment to his originally selected program major. A copy of the questionnaire is provided in an appendix. (DB)

Descriptors: *Academic Aspiration; College Students; *Community Colleges; Comparative Analysis; *Counseling Effectiveness; *Majors (Students); Postsecondary Education; Practicums; Questionnaires; *Student Attitudes

Identifiers: California; Cypress College CA; Santa Ana College CA

ED094806 JC740262

Development of a Model Affirmative Action Program for the Recruitment and Hiring of Personnel in the Rancho Santiago Community College District.

Barraza, Robert B.; Donnell, Dale E.

Nova Univ., Fort Lauderdale, Fla.

24 Mar 1974

28p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC74

The purposes of this study were: (1) to examine the affirmative action recruitment and hiring procedures of a selected group of public agencies and to compare them with the Federal Guidelines on Affirmative Action, and (2) using the information gathered from other agencies and the federal guidelines, to develop a model of Affirmative Action Program of recruitment and hiring practices for presentation to the Affirmative Action Committee of the Rancho Santiago Community College District. The objectves of the Rancho Santiago Community College District Affirmative Action Program are: (1) to insure equal employment opportunity for applicants and employees, (2) to overcome underutilization of job categories that have fewer minority and female employees than would be expected in light of their availability, (3) to continuously analyze areas where utilization of minority groups and women is deficient, (4) to correct these deficiencies by seeking applicants from agencies with which minorities and women register for employment, as well as utilizing normal channels of recruitment, (5) to provide on-the-job training programs for employees, (6) to provide on-the-job training for "qualifiable" applicants, (7) to have a training program for the district staff as to the needs and requirements of the Equal Employment Opportunity Program, and (8) to assure that minority and female employees in nonacademic positions are encouraged to apply for promotion and transfer. The means of implementing these goals are given. (DB)

Descriptors: Affirmative Action; *Community Colleges; *Equal Opportunities (Jobs); Federal Legislation; Minority Groups; *Personnel Policy; Postsecondary Education; Practicums; *Racial Discrimination; Recruitment; *Sex Discrimination

Identifiers: California; *Rancho Santiago Community College District CA

ED094805 JC740261

A Study to Determine Adopting an Early Semester Calendar at Ventura Community College District.

Bendat, William I.

Nova Univ., Fort Lauderdale, Fla.

20 Apr 1974

21p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

(cont. next page)

EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

A survey of the Moorpark College (California) faculty was conducted to determine their preferences in relation to early semester calendars that would permit the completion of final examinations before the Christmas vacation. The survey asked for a response to the calendar in use and to two alternative plans: Plan A--an early semester academic calendar beginning August 19 and ending May 30, and Plan B--an early semester academic calendar beginning August 29 and ending May 31, which allows Saturdays to be counted. Results of the survey showed that 50 percent of the faculty preferred Plan B, and that both Plans A and B were supported by 87-91 percent. Appendixes provide the survey instrument and the proposed academic calendars. (DB)

Descriptors: *College Faculty; *Community Colleges; Postsecondary Education; Practicums; *School Schedules; *Surveys; *Teacher Attitudes

Identifiers: California; *Moorpark College CA; Ventura Community College District CA

ED094804 JC740260

To Determine If a Relationship Exists Between Success on the Job and How Students Rate the Overall Cooperative Education Program.

Lomen, Lynn D.; Standen, Robert S.
Nova Univ., Fort Lauderdale, Fla.
Dec 1973
17p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC74

To determine whether students who indicated success on the job evaluated the overall Cooperative Education Program at Los Angeles Valley College differently from those students who did not indicate job success, data were collected from 249 students who had completed the program (41 percent female and 59 percent male). Questionnaires were answered by the students at the close of each of three semesters. An evaluation form was completed by the students during the final class session of each semester. The data were classified according to ratings of "successful" and "unsuccessful" students and program ratings of "Excellent" or "Needs Improvement." The chi-square technique was used to compare the two groups of "Successful" and "Unsuccessful" students. The findings showed that the students who succeeded on the job rated the Cooperative Education Program "Excellent" more often than did students who had not succeeded. An appendix provides a copy of the questionnaire. (DB)

Descriptors: *Community Colleges; Comparative Analysis; *Cooperative Programs; Evaluation Methods; Postsecondary Education; Practicums; Questionnaires; *Student Employment; *Student Reaction; Work Study Programs

Identifiers: California; *Los Angeles Valley College CA

ED092339 SE017097

Psychological Structures of Knowledge in Science Education.

Toews, William
Nova Univ., Fort Lauderdale, Fla.
[1974
88p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT74

The author attempts to show the development of logical-empirical knowledge structures from the raw elements in nature to the structures of knowledge as perceived by the mature student. Eighteen hypotheses are identified which focus on the expected relative natures of perceived knowledge structures of the various agental groups and their relationship to the types of curricula used. These hypotheses are used to provide a context within which to view relevant research. In this review the definition of "psychological structure of knowledge" accepts in principle the underlying theoretical positions of Ausubel and Dyer. A schema is presented illustrating the flow of knowledge structures as they encounter various transformations and interpretations from the raw unstructured events of the environment enroute to those of the mature student, and attention is drawn to the distinction between the processes involved in structuring the various science curricula. A 104-item bibliography is included with the paper. (Author/PEB)

Descriptors: *Cognitive Processes; *Concept Formation; *Educational Psychology; Integrated Curriculum; Research Reviews (Publications); Science Course Improvement Projects; *Science Education; Scientific Enterprise

Identifiers: *Ausubel (David P); Kuhn (T S)

ED091663 CS001111

The Individualized Television Reading Program.

Solomon, Bernard
Nova Univ., Fort Lauderdale, Fla.
Aug 1973
51p.; Practicum report of study conducted at Rhodes Middle School, Philadelphia
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEOCT74

This paper describes the development of a reading program based on popular television broadcasts. The project was carried out in one inner-city middle school--seventh and eighth grades--(Rhodes Middle School, Philadelphia). The aims of the project were to use television as a means for children

(cont. next page)

to read and for drawing administrators and teachers into utilizing the television teaching technique. The Individualized Television Reading Program was used by four teachers and 850 students over a 5-week period. A survey determined the students' favorite programs, which were then video-taped and their scripts obtained. Classroom exercises in which the script was the basic resource enabled the students to use the television dialogue while working on skill lessons for reading. The project appeared to be successful, generating positive response from students and teachers, reducing absenteeism and discipline problems among the experimental group, and eliciting requests for the program from other schools in the city. Although the interest was high, and expansion of the program into many schools was assured, there appeared to be a need for additional evaluation to ascertain reading achievement and motivation to learn in measurable terms. (WR)

Descriptors: *Commercial Television; *Disadvantaged Youth; Grade 7; Grade 8; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research

ED091014 JC740143

Comparative Responses from Students, Faculty, and Administration to the Packaging of the Entry College Course, English 131. Curriculum Development.

Bass, Donald G.
Nova Univ., Fort Lauderdale, Fla.
1 May 1974
35p.; Practicum presented in partial fulfillment of requirements for Ph.D. in Education, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP74

The practicum is the creation of a course orientation module for a new introductory English design. The module explains the course topics, the requirements, and the learning settings. Requirements call for specific skill levels in reading, writing, and discussion. Students will be learning in conference, in the community, in small groups, and in independent situations. The main feature of the design is that students have almost complete flexibility as to when they attend school. In addition to creating the module, the practicum studies administration, faculty, and student attitudes toward several course features. The features are independent study, continuous progress, active learning, educational technology, and learning in conference. Some of the important findings are that most of our students do not believe large-group instruction is effective. Our students are basically at ease with modern educational technology; they want to learn with directed independent study, and they find conference learning attractive. On the other hand, our students are somewhat unknowledgeable about the concept of continuous progress. (Author)

Descriptors: Administrator Attitudes; *College Curriculum; Continuous Progress Plan; *Course Organization; *Curriculum Development; *English Curriculum; Guides; Independent Study; Postsecondary Education; *Practicums; Student Attitudes; Teacher Attitudes

ED090151 SP007876

Development and Initial Piloting of Inter-Disciplinary Humanities Instructional Units for the Elementary Classroom Teacher.

Gardner, William F., Jr.
Nova Univ., Fort Lauderdale, Fla.
Nov 1973
135p.; D.Ed. practicum, Nova University, National Ed. D. Program for Educational Leaders
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

Seven school districts in North-Central Florida determined that there was a need to provide elementary school children with more opportunities for experience and participation in arts, crafts, dance, drama, and music. Materials developed to assist elementary classroom teachers in bringing the five arts activities into their instructional programs were pilot tested in eight randomly selected classrooms. During the pilot testing, teachers evaluated the materials in terms of their likelihood for increasing (at 0.1 confidence level) elementary school students' participation in the five humanities areas. Five arts specialists selected from 55 applicants evaluated the implementation of the materials. Before and after surveys were administered to the eight pilot classes and to eight randomly selected control classes. Results of the surveys indicate an increase in humanities instruction sufficient for the seven school districts to approve future pilot implementation of the materials by all elementary classroom teachers in 12 pilot schools. (Extensive appendixes include the teacher and student surveys, a description of the approach to an interdisciplinary humanities program, and details of the rationales for the importance of arts areas.) (Author)

Descriptors: Dance; Drama; *Elementary School Students; Handicrafts; *Humanities; *Instructional Materials; Material Development; Music; Program Evaluation
Identifiers: Florida

ED088712 SE017495

Using a Potential Method of Maintaining the Basic Skills of Arithmetic Through the Summer Months to Reduce the Review Time in the Fall.

Walzl, F. Neil
Nova Univ., Fort Lauderdale, Fla.
Nov 1973
28p.; Practicum report for D.Ed., Nova University, Ft. Lauderdale, Fl.; National Ed.D. Program for Educational Leaders
EDRS Price - MF01/PC02 Plus Postage.

(cont. next page)

DIALOG File 1: ERIC _ 66-92/FEB.

Language: ENGLISH
Journal Announcement: RIEJUL74

Fourth- and fifth-grade students were given a series of five lessons for individual study over the summer vacation. The lessons, which sought to help maintain basic skills, were to be completed and mailed back to the schools. Over half of the participating students completed all the lessons. Results of the STEP Computation Test administered in September showed that these students maintained their levels of basic skills while ones that did not complete the lessons, as well as students in a control group, had lower scores. As a result of the summer lessons, some teachers were able to reduce substantially the amount of time devoted to review at the beginning of the following school year. (Author/LS)

Descriptors: Achievement; *Basic Skills; *Elementary School Mathematics; Independent Study; Instruction; *Mathematics Education; *Research; *Retention (Psychology); Worksheets

700

ED083965 JC730261
Educational Policy Systems.
McCabe, Robert H.
Nova Univ., Fort Lauderdale, Fla.
1973
58p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR74

An educational policy systems module is presented which is concerned with: (1) the formulation of educational policy in the United States, (2) the changing role of state and federal government in the formulation of educational policy, (3) the organizations and influence groups that are concerned with policy in higher education and their impact, (4) the processes by which policies are developed at the institutional level, and (5) the examinations of various policy issues for American higher education. (CK)

(cont. next page)

701

DIALOG File 1: ERIC _ 66-92/FEB.

Descriptors: *Educational Policy; Federal Government; *Government Role; *Models; *Policy Formation; *Role Perception ; State Government

EDO81430 JC730214

A Statistical Comparison of Selected Performances of Post-Developmental Students and Regular Students Enrolled in Credit Courses at Thomas Nelson Community College.

Bragg, Charles D.; And Others

Nova Univ., Fort Lauderdale, Fla.

Jul 1973

139p.; Presented in partial fulfillment of the requirements for the degree of Doctor of Education

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN74

The Developmental Studies Division of Thomas Nelson Community College provides developmental verbal and mathematics courses to enable inadequately prepared students to obtain the necessary knowledge and basic skills for entry into an associate degree program. A study was conducted to determine if those students who complete the objectives of the developmental courses can successfully compete with regular students in beginning credit English and mathematics courses and in grade point average. Analysis of the data revealed that five of the post-developmental groups performed above the acceptable level of 2.000, but two of the groups did not. Students who scored low on the Comparative Guidance and Placement test in both verbal skills and reading seemed to perform unsatisfactorily after completing Developmental Studies; standards for students in the developmental program were not as high as those of instructors teaching credit courses. Developmental students performed as well as regular students only in one beginning English course and one beginning math course. The mean GPA of post-developmental students in five beginning credit courses was lower than the mean GPA of regular students in the same courses. The number of hours completed by a student was a function of his GPA. Greater success in terms of GPA was evidenced by those who completed Verbal Studies alone than by any other sample group studied. (Author/KM)

Descriptors: Academic Ability; *Academic Achievement; Community Colleges; *Compensatory Education; Developmental Programs; Doctoral Dissertations; Low Ability Students; Postsecondary Education; *Program Effectiveness; *Remedial Instruction; Remedial Programs; Research Reports

NOVAUNIVERSITY

ERIC Microfiche Order Form

Office Use Only
Date Processed__________
No. of Fiche__________

Return to: Nova University
Information Retrieval Service
3301 College Avenue
Fort Lauderdale, FL 33314

(Please Print or Type)

Name:______________________________ Date:____________________

Address:______________________________

________________________Zip:__________

Telephone:__(____)______________________
(Where you may be contacted during business hours.)

Cluster/Site (if applicable):____________________

You are allowed to order up to fifteen (15) microfiche per computer search. Indicate below the documents you are ordering. ED number must be included. If the document resume in RIE or the computer printout indicates "Not Available from EDRS," *the document will not be on microfiche and cannot be obtained from Nova.*

Check One:

- ____ Ed.D. Programs in Child and Youth Studies
- ____ Ed.D. Programs for Higher Education
- ____ National Ed.D. Program for Educational Leaders
- ____ Ed.D. Program in Computer Education
- ____ Master's Programs in Child Care, Youth Care and Family Support
- ____ Graduate Education Module (GEM) Program
- ____ Master's Program in Speech and Language Pathology
- ____ Farquhar Center for Undergraduate Studies
- ____ Other ____________________

ED Number	Title	Author